

THE *National*
Parent Teacher
 FORMERLY • CHILD WELFARE *Magazine*

Vol. XXIX

OCTOBER, 1934

No. 2

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To secure adequate laws for the care and protection of children

Home and School Cooperation

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Equal Educational Opportunities

To develop between educators and the general public such a united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education

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MARY L. LANGWORTHY (Mrs. B. F. Langworthy) is President of the National Congress of Parents and Teachers. Her home is in Winnetka, Illinois.

* * *

LOIS ACKERLEY, author of "Are You a Grown-Up Parent?" is specializing in the field of home economics, and although comparatively young is piling up experience. First, in Iowa where she was born, she taught home economics in high schools, after graduating from the University of Iowa. Teachers College, Columbia University, gave her a master's degree in Household Arts Education. After receiving it Miss Ackerley became Head of the Home Economics Department at Limestone College, Gaffney, South Carolina, and four years later was Research Assistant in Parent Education at the Iowa Child Welfare Research Station. She has recently accepted a position as Director of the School of Home Economics, Alabama College, Montevallo, Alabama.

* * *

ARTHUR GUITERMAN was born in Vienna, Austria. As author, poet, lecturer, editorial writer for the *Woman's Home Companion* and the *Literary Digest*, and president of the Poetry Society of America, Mr. Guiterman has commanded the attention of the reading public everywhere.

* * *

H. EDMUND BULLIS, who writes on "What Causes Stuttering?", is executive officer of the National Committee for Mental Hygiene. Before entering mental hygiene work, Colonel Bullis had a varied experience in many fields, including service in the army, publicity work, and special missions to foreign countries.

* * *

FRANCES WHITE, the author of "As a Bird," lives in Helena, Arkansas. Even while caring for her son and three daughters she finds time to write poetry and magazine articles.

* * *

SOPHIA YARNALL, of Haverford, Pennsylvania, writes "A Party for Halloween" after valuable try-outs with her own children. She has given children's parties which were models of success as far as both children and their parents were concerned. She writes for a number of magazines.

M. LOUISE C. HASTINGS is a frequent contributor to this magazine. Her suggestions for "Some Entertainment for Halloween" will add delight to many a Halloween party.

* * *

"Making Home Study Count" was written by HELEN KARNS CHAMPLIN (Mrs. Carroll D. Champlin) of the School of Education, Pennsylvania State College. The article is the result of a study made for the local parent-teacher association of State College, after questionnaires had been submitted to parents, pupils, and teachers.

* * *

For ten years FLORENCE WILLIAMS NICHOLAS and MABEL TRILLING,

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THE PRESCHOOL CHILD, see
pages 13, 17, 27.

THE GRADE SCHOOL CHILD, see
pages 13, 15, 21, 24, 27.

THE HIGH SCHOOL BOY AND
GIRL, see pages 15, 21.

CHILDREN OF ALL AGES, see
pages 7, 10, 19, 23, 28, 30, 32.

P.T.A. PROBLEMS, see pages 5,
19, 25, 28, 29, 30, 32, 34, 37, 40.

authors of "Encourage Your Child to Draw," have collaborated in the writing of books and articles.

Mrs. Nicholas lives in Pittsburgh, Pennsylvania, and has been interested in the drawings of young children as art instructor at the University of Chicago, and as a mother. Miss Trilling is a professor at the Carnegie Institute of Technology.

* * *

The second article in the Parent Education Study Course—"Eating to Live"—is written by JANET BUCKINGHAM, until this year nutrition specialist for the nursery school at the University of Cincinnati. Mrs. Buckingham now steps out of the professional field to become a homemaker.

* * *

An interest in children and their highest welfare has led MABEL A. NIEDERMEYER into the writing of poems and stories for children. She is the director of religious education at

the First Christian Church of Bloomington, Illinois.

* * *

FLORENCE L. HALL, who writes on "Dollars and Sense" in our new department "For Homemakers," is a native of Michigan and a graduate of Michigan State College. After four years' experience at the Pennsylvania State College, Miss Hall joined the staff of the United States Department of Agriculture in Washington. At present she is field agent in Home Economics Extension in the twelve eastern states.

* * *

The first editorial, "Education for Tomorrow," is written by CHARL ORMOND WILLIAMS, a former vice-president of the National Congress of Parents and Teachers and at present chairman of its Committee on School Education. She has recently edited for the Congress a book entitled *Our Public Schools*. Miss Williams was president of the National Education Association in 1921, and now has the distinction of being the first woman to hold the position of field secretary for that association.

* * *

ANNA H. HAYES (Mrs. John E. Hayes), of Twin Falls, Idaho, author of our second editorial, "Some New Tools," has been prominently identified with parent-teacher work in Colorado and Idaho. Since 1932 she has been president of the Idaho Congress of Parents and Teachers, and since 1929 she has been associate editor of this magazine. Mrs. Hayes is the mother of three children. Her hobbies include parent education, social and civic betterments, and literary pursuits.

* * *

The Parent-Teacher Program which appears in this issue of the magazine was compiled by JOY ELMER MORGAN, editor of the Journal of the National Education Association, and former director of the Publications Division of the National Congress of Parents and Teachers. Mr. Morgan was born in Nebraska and educated at its university. He has been a superintendent of schools and a librarian. He is deeply interested in the wise development of radio facilities and holds the position of chairman of the National Committee on Education by Radio.



The President's Message

Cleaning Up the Movies

THERE IS great cheer and satisfaction for all parent-teacher workers in the vigorous campaign of the churches against "indecent" moving pictures. It is comforting to hear, also, that when the Catholic authorities use the word "indecent" they mean all forms of vicious or criminal portrayal, not simply that of sex.

We, who have for so many years stood for the good and against the bad in motion pictures, rejoice to see this movement on the part of those with the authority of religion in their hands. We have had unfortunate experiences in the past in our attempts at cooperation with the man who has been popularly called the czar of the industry, a large part of whose power, among "good people," came from the much exploited fact that he was an elder in his church; it made us believe that his experience as a church officer would make him a spiritual leader in the motion picture industry.

The fact that the churches of all denominations have now found it necessary to unite in a supreme effort to "clean up the movies" gives us renewed faith in the intelligence of these spiritual authorities who have come forth to do battle with the forces of vulgarity and evil.

Parent-teacher people must not, however, be diverted by this movement into forgetting that we, the National Congress of Parents and Teachers, have resolved to cooperate no longer with the motion picture industry until the entire abolition of the trade practices of blind and block booking has been accomplished. For until that is done we cannot safely recommend any film, no matter how good, for fear that indecent and vulgar ones will be shown with it. This course we have taken and we must allow nothing to swerve us from it.

President, National Congress of Parents and Teachers.



Courtesy Museum of Fine Arts, Boston

"LITTLE ROSE OF LYME REGIS"

From a Painting by

JAMES Mc NEIL WHISTLER

Are You a Grown-Up Parent?

HOW MANY parents do you know who are really grown-up? Probably many of you will agree with the mother who said, "Well, if parents aren't grown-up they should be, for the responsibility of children is enough to make any one feel as old as Methuselah.")

But being grown-up implies more than feeling old. It implies maturity in one's reactions, but we can't judge this by counting the number of gray hairs a parent has at the temples or the birthdays he has checked off the calendar. We have some objective measures for determining growth in physical and mental traits, but unfortunately we do not have calipers or scales to measure an individual's emotional growth so that we can classify him as having the fear reaction of a ten-year-old or the anger reaction of the average four-year-old. We recognize that there are differences in emotional growth, but there are no measures we can use for making comparisons.

It would probably be easier to recognize degrees of emotional growth if wide variations in emotional responses were not normal. The pattern of one individual's responses may be very different from that of another. We recognize that the "least little thing" makes Aunt Maude "flare up" and that Uncle Jim seldom gets angry. On the other hand, Aunt Maude soon forgets her grievances and holds no resentments, while Uncle Jim has not spoken to his neighbor for ten years because they once had a disagreement about the fence between the farms. Other individuals show a variety of responses to the same situation. Sometimes when Mr. O. comes home from work and finds the baby's playthings all over the living room he laughs and chuckles with the baby as they pick them up. The next time he is apt to fly into a rage and kick the playthings into the corner, scare the baby, and scold his wife for keeping the house in a mess all the time.

People naturally differ as to the kind and amount of stimuli necessary to produce a reaction, and their reactions vary in the intensity and speed with which they come and go. If the

An Article Which Provides a Mirror in Which You Can See Whether or Not You Have Grown Up Emotionally

By LOIS ACKERLEY

extreme deviates in emotional maturity are individuals from whom we can't escape, we are apt to dismiss their shortcomings by attributing them to "artistic temperament" or "moodiness," or say that it is "just their way." It might be amusing if it were not a serious thing for the person concerned, and desperately serious for a child who is under his control.

Even if wide variations are normal and there is no definite means of measuring the differences, we all recognize emotional maturity by comparing extremes. Children's emotions are unrestrained and immediate in their responses. If a baby is prevented from playing with a desired object, he may start howling and in some cases may throw himself on the floor and bang his head. Probably we would not regard this as an abnormal reaction. A five-year-old might cry when denied, but we could not accept the head banging as normal. If an adult cried because he couldn't indulge in some favorite pastime, we would consider him very childish, if not psychopathic.

The various characteristics of a mature individual may be helpful if we wish to estimate the emotional maturity of a parent. (1) Let us judge whether he is able to discipline himself. Can he suffer disagreeable experiences in silence or must he tell every one of his troubles and demand a great deal of reassurance? (2) Is he self-controlled or does he indulge in childish tricks to have his own way? (3) Is he capable of making partial or delayed emotional responses or must he respond immediately without restraint when he feels strongly? (4) Does he indulge in self-pity and feel unnecessarily sorry for himself?

Parental Immaturity and the Child

IF WE FIND that a parent is subject to temper tantrums, prone to self-pity, or shows other characteristics of emotional immaturity, what is the effect

on the child? This defect of the parent touches every point of the child's development and may prove to be such an obstacle that it prevents a normal, wholesome growth. The child is at the mercy of his parents' attitudes, as he has not had the experience to discriminate between the good ones and the poor ones. As a consequence the poor ones may mar his life before he has a chance to understand his parents' weaknesses.

A certain little girl as a baby was very lovable. Her mother took the best possible physical care of her, regulating her eating and sleeping by a good book on child care. When the little girl was three years old an event occurred which marred her life. The mother was invited to a party where the guest of honor was to be a former rival who had married well. The mother wanted a new dress to wear to the party in order that she might impress the old friend. There was no money for a new dress, but she finally decided that she could make over an old one of her sister's so that it would be becoming and stylish. The mother struggled desperately to be sure that every detail was just right. The little girl could probably notice a difference in her mother as she watched her cut the material, for the mother worked nervously and did not seem to be enjoying herself very much. Once the baby picked up the scissors, but the mother just absent-mindedly took them from her and went on with the cutting.

When Mother went out to get the little girl's supper, the child picked up the scissors to see if she could imitate her. It didn't go well at first, but she soon caught the knack of it and cut into the material just as Mother had done. When Mother came to take her to supper, the child held up the scissors and laughed, proud of her accomplishment. The mother jerked the scissors away and said, in a loud angry voice, that she had never seen anything so naughty in her life, and that her little girl was the worst little girl in the world. The child, frightened, began to scream; the more the child screamed, the louder the mother talked. Then, to be sure that the child

would have more sense next time, she spanked her and put her to bed. In nervous exhaustion, the young mother threw herself on the davenport and gave vent to her grief and rage. She wished she had never had a child. She felt abused that she had to wear old clothes when others had lovely ones, and so on and so forth.

The next day the mother was still upset because she had to wear an old dress to the party. At lunch time she urged the child to drink her milk faster, as it was time to start dressing for the party. The child was having fun watching the bubbles she blew into her glass and was in no hurry to end the fun. The mother raised her voice, and all the painful scene of yesterday came back to the child. She became rigid and frightened. The mother decided that the child was stubborn. Indeed she must be punished this time, for the mother couldn't have a daughter who didn't mind. She whipped the child and locked her in a closet. The little girl went into a frenzy, kicked on the door, and screamed, "I hate you, I hate you!" The child had no way of understanding what it was all about, and that

afternoon she lost confidence in her mother.

Now, the child is a sickly ten-year-old and the mother is wondering what is wrong with her daughter. The other day she took her to a nerve specialist because the child has frequent nightmares. She told the doctor that she couldn't understand the child's condition, as she had devoted her life to her daughter. She thought perhaps it was the excitement and noise of the city that had caused this nervous ailment. But the doctor knew that it began the day of the party.

This mother had no intentions of harming her child. She did not care more for her dress and the party than she did for her little girl. But if she had been able to control her own emotions and had tried to understand the child, the whole catastrophe could have been avoided.

Fortunately, all cases in which parents exhibit infantile tendencies do not turn out so disastrously. In mild cases the child — as he grows older — may adjust to his parents' shortcomings, but you cannot tell how the struggle to free himself from these entanglements may warp his life. A parent who storms at his child one minute and smothers him with caresses the next is providing a dangerous background for him, for such inconsistencies do more harm than can be gauged. Parents can't expect to control their children until they have

learned to control themselves. They must be able to take responsibility and to exercise good judgment if they are to give their child a "square deal."

Acquiring Emotional Control

HERE IS, of course, the parent who recognizes the importance of emotional control and yet is not able to make a satisfactory adjustment. He may realize that he should not lose his temper at slight provocation and that he should not fret over minor difficulties, and yet he finds that he does so in spite of himself. One mother expressed her difficulty like this: "I don't want to be cross with my children, but sometimes I am so wrought up I feel that if I can't yell something will break inside of me. What can I do that will help me to gain control of my emotions?"

It may be a comfort to this highly emotional mother to realize that although suppression of the emotions and control of the emotions are often confused they are not synonymous but widely different. Control, which involves a conscious direction of emotional responses, is a desirable goal. On the other hand, complete suppression of the emotions should be avoided, not only because this would remove much of the motivation and interest from life, but also because it might have disastrous consequences for the individual. To bottle up the emotions is almost like trying to stop up the

Drawing by
Iris Beatty Johnson



Parents can't expect to control their children until they learn to control themselves



spout of a boiling teakettle. The steam is sure to come out somewhere. Rather than to attempt to suppress emotional responses entirely, the individual's aim should be to find some way to express these emotions which will adequately release the tension he feels and yet will not be destructive to his own personality or unfair to his associates.

To realize that one lacks emotional control is a good beginning for acquiring such control, for then the parent is in a position to be critical of himself and ready to acquire some insight into the cause and effects of emotional reactions. While we all recognize certain motor responses of emotions such as facial expressions, gestures, and postures, many of us are less aware of visceral and glandular activities which accompany emotional outbreaks. These internal portions of the emotional pattern have a marked effect on the entire body. For example, when an individual becomes angry he may literally get so mad that he can't talk, and in a rage he may acquire strength for accomplishing muscular work which would be impossible under ordinary circumstances. Plans, therefore, for controlling the emotions must include not only the manifest motor responses, but must provide also for the effects of a complex nervous reaction.

The relationship of emotional responses to the entire body is strikingly illustrated by the relation of physical health to emotional control. When an individual's physical resistance is low he is usually more susceptible to emotional stimuli; little irritations become magnified in importance, and small fears grow into terrors. Rest or sleep will often restore the emotional equilibrium, and after a period of relaxation the individual finds that his worries, annoyances, and irritations have fled. Following the rules of hygiene for keeping physically fit is a good corrective program for the parent who finds himself exhausted by the frequency and the intensity of his emotional responses.

Often emotional reactions may be controlled by proper management of the stimulus which arouses the emotion. When the cause is obvious we can deal with it directly by ignoring it, avoiding it, or introducing some new element into the situation which

will change our attitude with regard to it. Usually a little intelligent consideration of the difficulty will furnish a plan whereby we can have the situation well in hand. It is much more difficult to handle emotional situations in which the cause remains rather diffused in our unconscious thoughts. Sometimes the cause of an emotional upset is a trivial matter which we refuse to face, but the best thing to do is to recognize it and bring it out in the open where the management can be direct. Otherwise we may blunder along making ourselves and others miserable by trying to lay the blame for our disturbed condition on some irrelevant factor.

Sometimes even when we know the cause of our emotional reactions it is beyond our control. In such cases we have to turn our efforts to the manage-

Any diversion which adds enough restraint to give us time to gain control of ourselves is helpful. It is better to make some planned reaction even if that reaction is a little silly than to allow ourselves to be carried away by undirected emotional expression which gathers momentum as it goes until we find ourselves doing things which even we can't understand.

Sometimes we can counteract the influence of one emotion with another, for two emotions which are directly opposite to each other cannot exist at the same time. Love will just as surely destroy hate as fear destroys courage. Perhaps the thing which will help most in securing emotional control is developing a sense of humor. A good laugh even at ourselves will relieve many tensions and reveal our irritations, sorrows, and troubles in their real proportions. We need to acquire the wholesome philosophy of the old man who said, "I have seen a lot of trouble in my life, most of which never happened."

BLESSING ON LITTLE BOYS

By ARTHUR GUITERMAN

*God bless all little boys who look like Puck,
With wide eyes, wider mouths, and stickout ears;
Rash little boys, who stay alive by luck
And heaven's favor in this world of tears—
Ten-thousand-question-asking little boys,
Rapid of hand and foot and thought as well,
Playing with gorgeous fancies more than toys,
Heroes of what they dream, but never tell;
Father, in your vast playground let them know
The loveliness of ocean, wood, and hill;
Protect from every bitterness and woe
Your heedless little acolytes; and still
Grant me the grace, I ask upon my knees,
Not to forget that I was one of these!*

ment of our response. There are some little technics which we may all find helpful in providing ourselves with responses which are adequate for reducing tensions, but which will be without ill effects. One mother has found that a tepid bath will restore her jangled nerves to a soothing peace and give her a feeling of rejuvenation when her emotions are strained almost to the breaking point. Active physical exercise has helped many a father to prevent the headache which follows an intense outburst of anger. Playing musical instruments and singing songs have long been recognized as safe and effective means of giving expression to emotions. Such old advice as whistling to keep up one's courage and counting ten before uttering an angry word is based on sound therapy for counteracting fear and anger.

WE ARE only too well aware of the fact that we no longer have in our schools a selected group of young people. Instead we have a complete cross-section of society. We must re-examine our curriculum, and where we find it unsuitable to meet the needs of the children, change it and adopt a new curriculum—flexible and embracing new courses to meet individual capabilities.

"The public schools when so reorganized will be the salvation of American youth, and if there is to be a new and better social order in the days to come, the public schools will bring it about; not Congress, not the Brain Trust, but the public schools, for every social order is made up of men, and what men will be is determined while they are in school. The new social order and the 'more abundant life' of which President Roosevelt speaks will come when each man has had an opportunity for the fullest possible development of his ability and personality.—HAROLD C. CAMPBELL, Superintendent of Schools, New York City.

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What Causes Stuttering?

It's Easier to Acquire the Habit of Stuttering Than One Might Think—The Author Explains How This Handicap May Be Avoided

By H. EDMUND BULLIS

THREE is no personal defect so humor-inspiring as stuttering. This is doubly tragic because the very nature of the defect is such that it thrives on ridicule. What the stammerer needs is sympathetic surroundings and understanding.

All of us are sensitive to ridicule to some degree. In the stammerer this sensitivity is greatly magnified, and that helps to explain why he is a stammerer in the first place.

It is only in rare cases that a person is born with physical defects that produce stammering. In the great majority of cases the stammerer's career as an object of merrymaking is cut out for him. Other people, very often fond, well-meaning, but misguided parents and relatives, help to "train" him for his unenviable role. There are many cases which tend to support the point that stammerers are made and not born.*

Until the age of ten Johnny had shown no signs of becoming a stammerer. His parents, however, were of the impression that he talked too fast, and employed iron rule to correct him. Every time the boy would begin to speak, his father or mother would seize him by the shoulder, give him a good shaking, and then caution him, "Now, Johnny, speak slowly!" The parents were so concerned over what was the child's natural way of speaking that they brought an aunt to live at the house and watch over the boy continuously. It was little wonder that with the whole world seeming to wait for every word that came out of his mouth, the child began to develop a stammer.

All of us stammer at least momentarily when confronted with parallel sit-

uations. Inexperienced public speakers who are called upon unexpectedly to deliver an extemporaneous address, tired persons who are required to say something difficult or involved, and people experiencing shock or intense excitement are common examples.

The need of realizing the grave importance of the fact that we "train" our children to stammer becomes clear when we consider that among the registered school children of the United States there are approximately 268,000 stammerers. There has never been an adequate census of adult stammerers, but the school figure indicates that their number is distressingly large.

The true status of the stammerer in the everyday world should be considered. Besides being a continual butt for jokes, he is economically insecure in many cases—more so than people with such handicaps as imperfect arms and legs. He cannot hope to go very far in business. His social contacts are obviously few. Viewed from the sociological viewpoint, he is anything but the immense joke that the general public seems ready to consider him.

THERE are many ways in which a normal child can be transformed by well-meaning parents into a pronounced stammerer. The following are typical examples:

A little girl, who at the age of three had been taught to tell the names of most of the states and their capitals and was often called upon to exhibit her knowledge before grownups, began to stammer under such ordeals. Fortunately, the case was brought to expert attention at an early stage and the mother was persuaded to stop her efforts to make the child show off in an adult group.

There is a case of a boy of ten whose rapid growth gave him the appearance of a boy of fourteen. His parents and teachers ceased to treat him like a boy of ten and expected him to behave like a boy of fourteen. "Why don't you act like a real man?" his parents would say. After a long

"She did all his talking for him from a very early age. He managed to get along without trying to express his needs in words."

*Frederick W. Brown, a member of the staff of the National Committee for Mental Hygiene and one of the recognized authorities on the causes and treatment of stammering, is the chief source of information for this article. Most of the cases cited were reported by him.





school and his parents have difficulty in keeping him from truancy.

SERIOUS attention should be given to children who are inclined to stutter, because after childhood the treatment of the defect becomes infinitely more difficult and less productive of results.

The methods that we have now developed do the most good in cases below fifteen years of age. There is only one method of curing the stammerer permanently. And that is not a matter of speech training but rather a matter of the emotional readjustment of the individual, the elimination of his fears, and the restoration of his confidence in his ability to meet social situations adequately. A thorough study of the stammerer's present and past emotional life is essential to the understanding of his difficulty and to the rational elimination of his fear of situations requiring speech.

It can readily be seen that the handicap has become more involved and complicated by the time the stammerer has reached adult life. It is often necessary to trace back his history to the point where his difficulty began. Many adult stammerers stutter only in special situations and these situations sometimes furnish the clue to what is back of the entire difficulty.

A case in point deals with a man who stuttered when he went to a restaurant for his meals. Several factors entered into his case. One was an incident that occurred during his youth when he was fundless and obtained a job washing dishes in the kitchen of a summer hotel. Through a queer trick of fate a party of his friends who were being taken on an inspection tour of the hotel discovered him at his unsuspected work and caused him severe embarrassment. He never thought of that incident without a recurring feeling of lost pride, and all future contacts with restaurants and lunch rooms served as reminders.

Another factor was that his doctor had put him on a special diet of bread and milk. To his mind it was a humiliation for a grown man to order what he thought of as baby food. The final angle to his case was that stuttering had proved a severe economic drawback. He had lost several jobs through his defect and he no longer had a feeling of security. It was found that whenever he seemed secure in his position, his stuttering began to disappear. As soon as there was any danger of his

period of harsh criticism and unfair demands the boy became a stammerer.

A boy of three, whose family lived in a neighborhood where there were no playmates of his own age, was bullied by the older children. Whenever there was a bear hunt, he was the bear. Whenever there was a war, he was the enemy. This boy became a stammerer, but his stuttering disappeared rapidly as soon as his family took up a new residence in a section where he had children of his own age to play with and where he could dominate at least part of the time. An interesting factor in this case was that whenever neighbors from the old neighborhood paid a visit and brought their children along, the old stuttering returned. In this case it was not a matter of the child being confronted with stan-

dards of learning beyond his reach, but with standards of physical strength and development that he could not hope to compete with.

Being forced to face too great or unfair a trial is not the only cause of stuttering. Children whose use of speech has not been normally needed are also in danger of developing the same defect.

Illustrative of this is the case of a boy of five who was under the constant care of an older sister of seven. She did all his talking for him from a very early age. If he began to cry she usually knew what he wanted and he managed to get along without trying to express his needs in words. Crying was enough. At present he is a stammerer and a spoiled child. He has rebelled continually against going to

losing his job, his stuttering came back with a vengeance.

MUCH harm is done to the victims of stuttering in the name of "complete cures." Many stutterers have been "completely cured" several times, making their cases even more distressing.

A most harmful method of quackery is one employed by a charlatan who sends high-pressured letters to stutterers he has never met, telling them how dark and hopeless their cases are becoming. "By this time your stuttering is much worse than the last time I wrote you," his letters read. "Soon you will be beyond all hope." Such suggestions are known to have driven at least one stutterer, a young woman, to a breakdown and almost to the verge of suicide. Tactics of this kind have been rated by authorities as even more dangerous and detrimental than the quack practice of "tongue-clipping."

Many of the "cures" that prove effectual for only a short time use one means or another of distraction. Some of our most competent and legitimate speech specialists use the same methods employed by quacks, but toward different ends. For example, if a stutterer draws circles and talks at the same time in rhythm with his drawing he will not stutter. This can be applied to any stutterer. Some specialists employ it to demonstrate to the stutterer that it is really within his power to speak correctly. It is a means of inspiring self-confidence.

However, it is stretching the point too far when this simple trick is evolved into a so-called cure. The stutterer is told to imagine that he is drawing circles whenever he speaks. For a while he may be able to follow this unnatural procedure, speaking in a sing-song fashion that is certainly worse than stuttering, but in the end he will go back to stuttering.

Another type of training that does more harm than good is based on prolonging the vowel sounds so that the stutterer speaks l-iiiiiii-ke th-iiiiiii-s. Whether unnatural speech of this kind is an improvement over stuttering is highly debatable.

There is little doubt of the close relationship between handedness and stuttering in many cases. A large number of stutterers are found to have been natively left-handed persons who were forced by parents or others to use the right hand. But some authorities think it is carrying the idea too far to

say that this causes an interference or a rivalry between the two sides of the brain which control the respective movements of the two hands, and that this rivalry, in turn, affects the brain centers controlling speech in such a way as to produce stuttering. It is more reasonable, and more in line with known facts, to believe that forcing a left-handed child to use the right hand produces emotional disturbances which are directly responsible for the development of stuttering. The child usually resists the efforts made to force him to use his right hand, when the use of the left is natural to him. This resistance is often accompanied by anger and a feeling of being thwarted. Sometimes there even develops hatred of the person who opposes him. Failure in his desires and in his efforts may produce emotional conflicts which, in turn, may result in hesitant, stuttering speech.

AS A BIRD

By FRANCES WHITE

*As a bird when her brood is grown,
Nestlings no more,
Watches them as they learn to fly,
To fly and soar,
Knowing the nest is far too small
For birdlings grown,
Knowing they soon must fly afar,
The world to roam,

So do I, my little ones,
Watch you grow,
Knowing the day will come when
you,
Too, will go,
Knowing you need to try your
wings
For the flight,
Dreading the day when you will
go
From my sight.*

WHAT can be done for the stutterer?

In the first place, the education of parents in the simple fundamentals of child guidance will go far toward eliminating the "training" of children to stutter. Permitting the child to develop naturally and normally, abandoning fear and punishment as instruments of education, are the basic requirements.

One of the clearest cases of induced stuttering was brought about by a young father who was a school teacher

and had exacting work to do at home at night. He found his nerves were unable to endure the crying of his young baby and hit upon an invention of his own to meet the situation. Whenever the baby began to cry he stuffed the corner of a pillow into her mouth. It stifled the cries all right but it also repressed the child's expression of emotion. Today at the age of five the little girl is a stutterer.

It must be remembered that a baby's crying is his way of expressing feelings and emotions. Through this medium he lets the world know that he is hungry or uncomfortable. Later he will learn to substitute speech to express his feelings. The practice of forcibly stopping a baby's crying is much the same as that of continually keeping a more mature person from talking. The wisest way would be to find the cause for the crying and try to remove it.

Those who attempt to cure the defect of stuttering must bear in mind its source—an unhealthy or distorted emotional background. It is by patient, sympathetic readjustment of that emotional background that the stutterer can be restored to a normal mental outlook and to normal speech.

How can such readjustment be effected? That depends upon the elements of the individual case. It is here that the judgment and experience of the specialist come into play. The stuttering itself is simply a symptom of an underlying emotional conflict. In adult life the conflict sometimes has an economic or sociological basis that would call for readjustment even without stuttering as a complication.

Another case demonstrates this conclusion. The stutterer was a young woman twenty-one years old, of a Russian Jewish family. At home only Russian and Yiddish were spoken and orthodox traditions were rigidly observed. The process of naturalization had left the girl antagonistic toward foreign ways and customs. She became a typical flapper; began to feel ashamed of her home and relatives, and later to hate them. The relatives, in turn, considered the girl a prodigal daughter, and emotional flare-ups were frequent. Out of this situation of conflict the girl emerged as a stutterer. It would be necessary in this particular case to reconcile both the girl and her relatives to the exigencies of the process of assimilation. Each side would have to give ground and effect some kind of compromise. A hundred other cases would probably have a hundred different solutions.

A Party for Halloween

Or How to Make This Occasion Fun
for Children Though Painless for
Adults

By SOPHIA YARNALL

THE DREAD with which most parents contemplate a party for their children assumes even greater proportions if the occasion is to be Halloween. Bitter experience has taught them that the always difficult task of keeping the young well amused and law-abiding is greatly increased by the mere fact of their being in costume. Somehow, the effect of dressing up, without which no Halloween party could exist, seems either to be too depressing or too exciting for children. Either it makes them more awkward and ill at ease than usual or it instils in them a particular spirit of riot and vandalism.

Yet, since Halloween parties will always have a special fascination about them, it is the part of the wise parent not to try to discard them but to discover how to give them most successfully. For very young children a perfectly simple party on this day can be distinguished from other like occasions by the mere fact that every one will be wearing a costume. From the ages of eight to fourteen years, however, a more elaborate function must be planned.

In the first place, the sine qua non will be that the children be allowed to go out after dark to explore the neighborhood. It will not be necessary, therefore, to start the party very early. If the guests are invited for four o'clock they will have ample time to play before supper. A good deal, of course, can be made of their arrival in costume and masks. All children adore discovering that they have been able to conceal their identity, so the adult present when they make their first appearance can contribute greatly to the pleasure of those first moments

by trying to maintain the mystery.

Once the group is assembled, however, there should be some definite games which have been planned, with prizes to reward the winners. Halloween is no exception to the inevitable rule of all good parties for children—that there be plenty of loot available for them to carry home. Many inexpensive prizes make for much more excitement than a few elaborate ones. Then every one has a chance of winning something. When possible, it is both pleasanter and more practical to have the party out of doors. This makes such old favorites as a potato race, a three-legged race, and other strenuous competitions more easily handled. For indoors, however, musical chairs or pin the tail on the donkey may be substituted.

When the children have worked off a certain amount of energy, they can start on the activities peculiarly appropriate to Halloween. A large tub of water with red, shiny apples will provide endless amusement for hardy young "bobbers." Or, if they get too wet trying to sink their teeth into the fruit in the water, the apples can be hung by a string at any place where they cannot be pushed against a flat surface. The children then stand with their hands behind their backs and whoever succeeds in getting the first bite from his apple wins. If there is a large group this competition can be run in heats which will entertain the onlookers as much as it does those participating. A good substitute for or addition to the apple game is to



Photograph by H. Armstrong Roberts

hang marshmallows up in the same way. A needle and thread are necessary to fasten the marshmallows to a high spot and from then on the procedure is the same as with the apples.

If the children are old enough each one can be provided with a pumpkin, a knife, and a big spoon and allowed to carve appropriate table decorations. If desired, prizes can be given for the funniest face and the most fierce and the most original. While some of the guests are scooping out the yellow pumpkins, others can be settled before the fire with a box of unpopped corn and the wire cages in which to pop it.

With the aid of a broom, two old sheets, and a little charcoal the children can be taught how to make an ominous looking ghost which can either be set before the front door or carried out about the neighborhood with triumph after supper. Of course, the pop corn, pumpkin, and ghost can be prepared before the guests arrive but the young people will enjoy them far more if they are allowed a hand in their creation.

WITH ALL of this to do, the supper hour will arrive rapidly, although the meal should never be served before dark if a really dramatic effect is to be achieved. The table setting may be inexpensive but eerie.

An orange paper cloth with one or two lighted pumpkins on it and several more on available windowsills or tables will be most effective. If additional small pumpkins of cardboard or composition are used, they should be carefully watched as they are extremely inflammable. Cardboard cats and witches in black may be distributed on the table, and at each place such noisy favors as rattles, horns, or whistles will delight the children's hearts. Individual orange paper cups with orange and white mints and paper napkins to match the cloth should complete the setting.

With such a background, the simplest food is all that is necessary to make it a real party. In fact, at a time when children are so excited, the less that is required of their digestive systems the better for them. Cereal, bread and butter or lettuce sandwiches—not jelly, for they will have plenty of sweets without that—and milk should form the first course even for children who are accustomed to a more substantial meal. The inevitable ice cream can be dressed up for the occasion by being served in appropriate individual molds, or in one big one shaped like a witch or a pumpkin.

After supper it is essential to have a definite program ready to keep the children quiet but busy. They will probably not settle down enough to be read to but some game can be provided to keep them amused if only for ten or fifteen minutes. Then an inspection should be made of their costumes to see that they are warmly enough clad underneath and that each one has his mask and other accessories. It is even a good idea to have a few extra masks available for those children who may have come in costume but not disguised.

Then, of course, comes the peak of the whole evening when the children are allowed to go out in the neighborhood and supposedly frighten every one they meet. In the city they can hardly be turned loose in the streets but they can quite safely have the thrill of walking about and pretending to be marauders,

blowing their horns and making a considerable noise, if they are accompanied by a long-suffering adult.

In the country it is much simpler for the children as well as for their

SOME ENTERTAINMENT FOR HALLOWEEN

Suggested by M. LOUISE C. HASTINGS

The House of Ghosts. A "House of Ghosts" may be constructed by covering screens with black shawls and leaving floor space enough for two children to enter together; making a roof of black cardboard; providing the "breath of ghosts" by means of a concealed vacuum cleaner with the bag left off; and producing a weird light with an electric bulb covered with green paper. A stone-wall entrance may be made of crepe paper.

Parade of Ghostly Figures. Each child covers himself with a sheet and walks before the guests until some one guesses who it is. Another way of playing the same game is to give each child a number, and have the guests whisper to the hostess the name of the child who they think belongs to each number. A small prize may be awarded to the guest who first correctly identifies each ghost, or to the one who guesses the greatest number correctly.

Button Race. The children form a large circle on the floor. In front of each child is a pad of paper, four buttons of different kinds, and a straw. The person who directs the game says, "Play you are drinking an ice cream soda through the straws; take each button up with the straw and put it into the big dish in the center of the circle." There may be a first prize and a booby prize.

Eating Race. Each child stands in line holding a paper bag in which are three peanuts. The race is to shell the peanuts, eat them, put the shells in the bag, put the bag in a waste basket in the corner of the room, and then form a new line.

Grand March. A march, two by two, through all the rooms and to the dining room for supper or simple refreshments.

girls as the ones at which they are to call either alone or with an adult, bearing their awe-inspiring ghost and full of the conviction that they will terrify every one. The neighbors, if they are well trained in the rites of Halloween, will shudder in horror at the advent of such mysterious visitors, but when the latter are finally persuaded to remove their disguise, there will be bowls of apples and nuts with which they may fill their pockets. And so they may go from house to house until their weary parents persuade them to return home.

Halloween has become for many adults an inconvenient time when bad little boys upset ash cans over their doorsteps and generally wreck the premises. This need not be so, however, if children are given enough to do after they have been forbidden to make active nuisances of themselves. Most grownups should be willing to enter into the make-believe that dressing up always entails, and if they do the children will be satisfied with their success without recourse to vandalism. Costumes need not be elaborate. Simple ones will please the children as much as those which require a lot of time, thought, and money in the preparation. Odds and ends from the old-clothes box plus a mask from the ten-cent store can make a child feel very grand and gay.

When the festivities of Halloween were first conceived, it was a far simpler day when automobiles and crowded living did not necessitate so much planning. Yet there is a gaiety in the continuation of its observance which is valuable in an age grown already too stereotyped.

Children cannot be turned loose with the same freedom as they used to be, unfortunately, or destruction is the result. Much of the spirit of Halloween can be preserved, however, if adults will take a wise hand in its arrangements. That it is worth the trouble is surely proved by the fact that any child will tell you without fail that a Halloween party is the best party of the year. It need not be especially trying for adults.



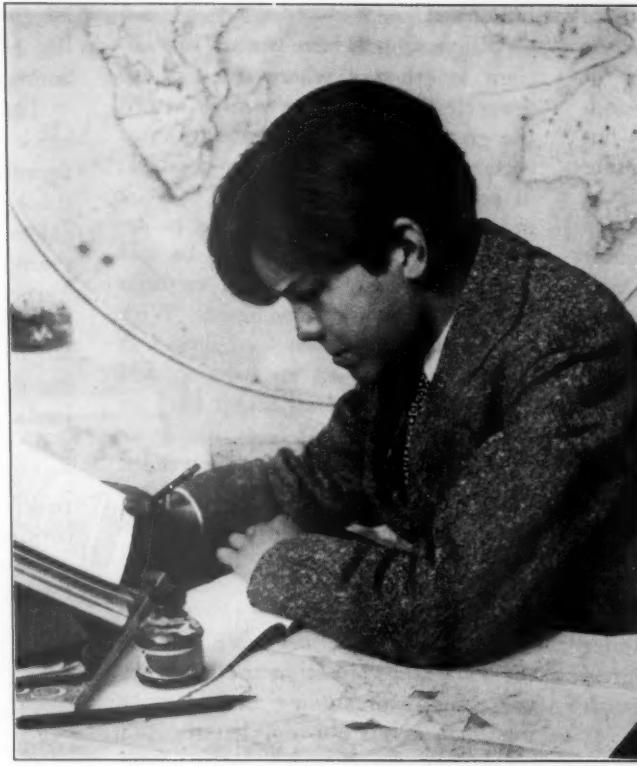
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HELEN KARNS
CHAMPLIN

Offers Sound
and Welcome
Suggestions on
a Perennial
Topic



Photographs by H. Armstrong Roberts

Making Home Study COUNT

Responsibility for making home study hygienic and effective is shared equally by home and school

INCREASING cooperation between parents and

teachers is among the hopeful signs of our times. From one of the prominent speakers at the World Conference on Education in Dublin came the arresting remark that if parents and teachers will properly discuss together all the problems of childhood, the very face of the world may be changed in twenty years. The problems are many, but parent-teacher cooperation is the solution.

One persistent source of home and school conflict and misunderstanding that needs joint investigation by parents and teachers is the matter of home study. "What are teachers paid for if I must do John's algebra every night?" demands the distressed and sometimes embarrassed father. Mothers fear strain, worry, or loss of sleep when childish brows must be knit nightly over intricacies of subtraction or exercises in geography. Teachers virtually explode on the subject. "It is utterly impossible to cover all the material in the course of study in the short school hours," they exclaim. Or they further complicate matters by revealing that an unimaginative and unresourceful Mrs. Blank requests that additional home work be given to Marjorie on the ground that her evenings could be more easily con-

trolled if she were compelled to spend them over book assignments.

Parent-teacher conferences can resolve difficulties such as these into pleasant understanding. When both the home and the school aspects of the home study dilemma are impartially examined, faults will be found in certain policies and practices of each and corrections leading to improved pupil progress can be made on both sides.

The home study problem must be attacked from four angles—school policies and practices, home attitudes and conditions, pupil abilities and reactions, and assignment qualities. All must be analyzed, for all will bear on the solution.

Broad general aims for an effective home study program require that it should advance the accepted aims of education, meet with hearty pupil cooperation, satisfy parents as to its reasonableness and value, stimulate better classroom teaching, and be consistent in technic with modern educational practices.

LET US look first of all at certain modern educational trends which have a bearing on the home study problem.

One present-day tendency is toward a decreasing amount of home assign-

ments below the high school and with little or none be-

low the junior high school. Recognition is growing that more home study can be expected in the upper grades because pupils in those grades have acquired a technic for independent study, have more school work which must be covered and fewer unscheduled school periods. They should have achieved a physical maturity which will permit of extra work without strain. A survey of school practices discloses that in this country the average expectation of time which a pupil of average ability must spend on home study is as follows: below the seventh grade, little or no home assignment; seventh grade and eighth grade, 0-30 minutes; ninth grade, 30-40 minutes; tenth grade, 45-60 minutes; eleventh grade, 60-90 minutes; twelfth grade, 60-120 minutes.

If your boy or girl apparently must spend much more than the time designated above for his grade, the difficulty may be one of several. His ability in meeting school assignments may be somewhat below the average; his earlier schooling may have given him inadequate foundations; he may lack good methods and habits of work; home conditions may be unfavorable for study; the assignments may be qualitatively poor and not thoroughly understood; the school periods may be

too short, with the result that the school may be demanding an unusual load of outside work; or there may be an exceptionally ambitious corps of teachers with high individual standards of work in their own fields but with poor coordination in planning work. It is not wise for parents to jump hastily at conclusions in regard to the causes of difficulty in particular cases. It takes patience, tolerance, and understanding to analyze the complete situation, as well as friendly and private conferences with teachers and principals.

Three tendencies in modern education have greatly improved the home study situation. Teachers are more careful in adjusting outside assignments to the ability and the interests of individual pupils; schools increasingly accept responsibility for the development of efficient study habits; classroom periods in the more progressive schools are so arranged that much time can be given to supervised or directed study during school hours.

Assignments graded to pupil ability provide a challenge to superior students without unreasonably burdening the less able. Home assignments which will strain some children and set their harassed parents into a furor of anxiety and criticism, could be twice as lengthy for other children and still be done with ease. The home study

problem is, in the last analysis, an individual one.

Where schools have periods of sufficient length and where teachers are properly skilled in directing study, the greater part of the preparation of material for class discussion is made in school. Under teacher supervision individual pupil difficulties can be detected, good foundations can be laid for future work, and sound methods of study can be developed. With teacher-directed study, emphasis in the classroom is on assimilation and application of material rather than on the mere repeating of facts previously learned. Wasteful methods are weeded out and habits of application and concentration, which are too seldom found in home study, are built up.

IT IS EASY to see how the above modern school practices have affected the home study situation and how they are actually precluding the necessity for much of the old-time lengthy and bothersome home assignment. There is, however, unquestioned advantage in home study in the upper grades and every home and school effort should be made in order that its value may be appreciated.

Responsibility for making home study hygienic and effective is shared equally by home and school.

The school's share of duty has to

do chiefly with the quality of the home assignment given. A frequent error lies perhaps in too hastily conceived home work.

The best assignments for home work are those which necessitate independent work on the part of the student and do not require help by elders. Collateral reading is a good example of this kind of work. When Father comes to the rescue in the case of exercises in arithmetic, he can do much damage either by virtually solving the problems himself or by hopelessly confusing the learner through a display of unaccustomed methods. Parents, older children, miscellaneous relatives, neighbors, and maids, according to pupils' own testimony on questionnaires, help in building up unfortunate habits of dependence and deceit. Such work as collateral reading, on the other hand, must be done by the learner himself.

The most commendable home assignments are those which help build up habits which will lead to the worthy use of leisure time in adulthood. The child is fortunate who, during his school days, learns to be content with evening hours spent in reading, music, art, or other creative self-expression. Such contentment is a probable outcome of a consistently

(Continued on page 38)



The best assignments for home work are those which do not require help by elders

Encourage Your Child to Draw

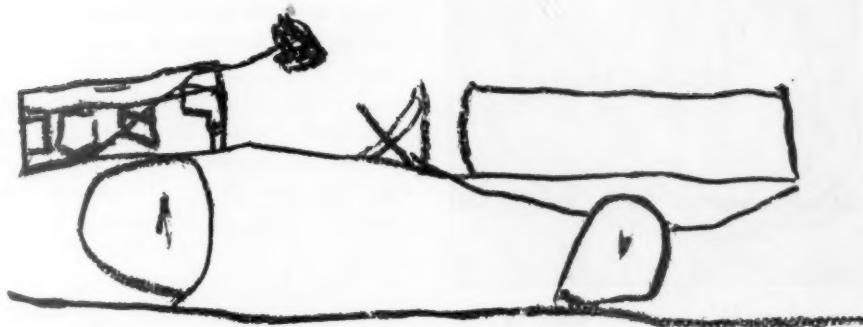
Why Is It Important to Encourage Your Child in the Strange Drawings He Produces? This Article Will Tell You

By FLORENCE WILLIAMS NICHOLAS
AND MABEL TRILLING

DRAWING is an avenue of expression natural to all children, but not to all adults. Of course, if the copy-book type of art work has been imposed repeatedly upon the child, the desire to draw is buried deep.

But it is there. What happens when a small child is introduced for the first time to crayons, paints, or clay? After a certain amount of experimentation with the material, he begins to draw or paint or model. The desire to reshape the materials in one's environment is instinctive. Each one of us exhibits it in some fashion or other. To take a very simple example: As we sit upon the sand at the beach, we are likely to heap it up or mark it with a stick. As we progress through the daily routine of living, we are likely to engage in some form of activity that satisfies our desires to create. It may be the knitting of a sweater, the planting of a garden, the making of clothing, or the rearrangement of house furnishings. The urge that drives us to carry on these activities, when they are not actuated by stern necessity, is the impulse to create. It all goes back to that instinctive desire to produce something of our own out of the raw materials of our environment. There is not an adult who cannot think back to some form of creative work which brought him tremendous satisfaction.

Creative self-expression in art is important to the child, not because in his later life he will find need or opportunity for the same type of expression, but because it satisfies his



This drawing of a dump truck by a six-year-old does not display artistic talent but it shows ability to analyze certain essential elements

needs of the present. Through his efforts at making pictures he experiences what may be termed the creative act. This type of experience helps him to develop more naturally, to assimilate the facts of his environment more readily, and to develop his individuality more completely. This is particularly true in the development of the young child.

The parent of a young child who is especially fond of drawing and who draws very well need not feel that the child is destined to be an artist. His delight (or dismay) had better be postponed for some years. As the child grows older he may evince no desire to become an artist.

However, the parent should be glad when his child draws well, because it generally indicates a capacity for clear and concrete thinking. The child's ability to tell his story effectively with pencil means that he is able to pick out essential elements and translate them into the language of drawing; to analyze in terms of line and form. When he draws a picture of his toy automobile he translates into graphic form the features of the car which seem most important to him. The drawing of the automobile dump truck in the accompanying illustration does not display great artistic talent but it does show a certain degree of ability to analyze essential elements. You will observe the wheels, hub caps, hood ventilators, steering wheel, switch for the electric lights on top of the hood (very important), driver's seat, lever

for dumping, connecting rod, and body of the truck. This is not a particularly good drawing for a six-year-old, but it shows ability to do a certain type of thinking.

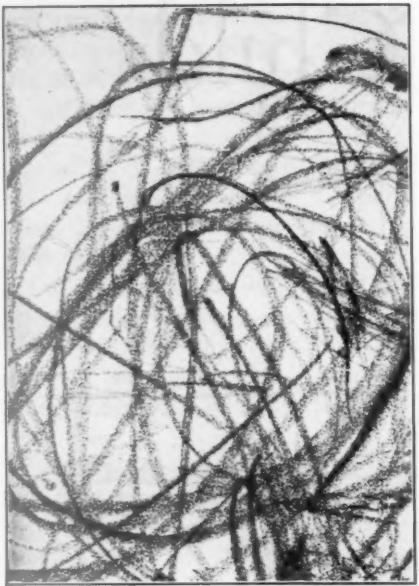
You will find it interesting to analyze your child's drawings with a view to discovering this ability to think through a problem in drawing. Do not be disturbed by a failure to draw with great accuracy or by a lack of artistic effect. The important thing is how well the child tells his story on paper.

Stages of Development in Drawing

THE PARENT should know something of what to expect at different periods of development. The first kind of drawing which a child does may be termed scribbling. He marks back and forth aimlessly, not even expressing an intention to draw any particular thing. This stage may persist till the child is four or five years old, depending upon his general development and his opportunity to play with pencils and crayons.

The next stage in the development of drawing ability is sometimes called the symbolic stage. The child draws a definite thing which he has in his thoughts, but his drawing has no resemblance to the real object. A line may mean a man, a circle, a horse, or a group of marks a house. In the illustration on page 18 you see a "sky" and an "auto."

Gradually the child develops still



A scribble by a two-year-old

another style of drawing which shows his increased ability to translate the thing which he sees and knows into the language of drawing. This stage in drawing is generally spoken of as the schematic stage. The child draws things as he knows them to be, not as they really appear. For example, he draws the exterior of the house, but also shows the rooms and furniture of the interior as though the walls were transparent. The accompanying illustration shows a house and a striped rug that is supposed to be inside the house.

The fourth and final style of drawing which children use is called the representative stage. Here they try to make their drawings look like the real objects. This type of drawing is illustrated by the dump truck drawing. The boy who made this drawing was very proud because he had found out how to make the connecting rod pass *behind* the rear wheel. Such progress in drawing means also progress in thinking and parents should watch for such manifestations of development.

How Grownups Can Help

UNTIL ABOUT the eighth or ninth year the child is generally quite well satisfied with his own efforts at drawing. He is not critical of his own drawings and not much interested in improving their quality. But sometime near the eighth or ninth year he is likely to become self-conscious about his work and often loses his interest in drawing. Particularly at this time he needs the right kind of help and encouragement. There are a few general rules which parents can follow in

order to help their children to better creative efforts with pencil, paint, and crayon.

First, never laugh or show any amusement at any serious effort which the child has made. Children's drawings are often amusing because of their naïve and spontaneous quality. But save your mirth for a time when the child is not aware of it. His drawing is a whole-hearted, purposeful activity and deserves to be treated as such.

Second, encourage the child to draw and paint by providing plenty of materials and a convenient place where he may use them. He should have suitable paper, heavy enough so that it does not tear or wet through easily. Ordinary Manila drawing paper is excellent for this purpose. A cheaper



A symbolic drawing of a sky and an auto by a two-and-a-half-year old

substitute is the heavy plain wrapping paper that comes around parcels from the store or garments from the dry cleaner's. Opaque paints are better than transparent water colors for the small child because of the greater ease in manipulation. Incidentally, the calimine paints used on walls, bought in powder form and mixed up with water, make a good and inexpensive paint for children. It is best used on large paper pinned on an easel. Stiff brushes are easier to use for this sort of work and can be bought at the paint counter in the ten-cent store. Sometimes these brushes need to be cut so as to shorten the bristles.

Third, discourage copying pictures and filling in "ready-made" drawings which come in books and sets for the young painter. These activities need not be forbidden but the parent should see to it that the child does not become dependent on a pattern to copy

or unwilling to do anything but fill in an outline drawing. The child should be encouraged to make his own drawings and tell his own story.

Fourth, do not try to impose any particular style of drawing upon the child. Let him develop his own method. Do not require him to draw in "mass" when he wishes to draw an outline and fill it in. Do not require a particular way of drawing any human figure or other objects. Remember that the child is not at the present time training to be an artist but rather developing his own abilities.

Fifth, most of all encourage him to express an idea in his drawing. Children who have a story to tell produce the best drawings. They should be encouraged to express in graphic form what they know and experience. Copying a pretty picture means nothing, but drawing what they saw at the circus or at the corner store or on the street is telling a story which they know; and by doing this they develop real ability in creative self-expression.

Thus it will be seen that the strange drawings which small children produce in the name of "art" may not be as silly or as inconsequential as they seem. We need not give them undue significance but we should recognize that as a means of self-expression they mean much to the child even though there is little indication that he will develop any particular feeling or talent along artistic lines in later years.



A schematic drawing of a house by a four-year-old

Conservation of Recreation

By CATHERYNE COOKE GILMAN

THAT this country is entering a new era in public recreation is an established fact. The clear-cut issue is between recreation for public welfare and for private profit. The National Congress of Parents and Teachers at its recent convention proposed that local boards provide and administer leisure time opportunities, publicly supported and supervised. This position is in accord with the Children's Charter, which asks "for every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social welfare." Nothing less than this goal should be acceptable to parents, educators, religious and welfare leaders.

President Roosevelt "has declared war on individual selfishness and pledged his support to save all resources of the country." The protection of the nation's greatest resources, its children, is the most important, the most difficult, and perhaps the greatest conservation project confronting American people today. It is a task which challenges the ablest and noblest leaders of the nation among whom worthy parents and teachers are always enlisted.

Nowhere can one point to a more flagrant demonstration of individual greed than is seen in the operation of commercialized amusement places. The exploitation of youth's right to play has been defended on the basis of private profits, regardless of public welfare. This philosophy has been accepted so long that even parents find it difficult to disregard its false appeal and demand recreation for child welfare and community improvement.

The consequences of recreation cannot be overestimated when its influence upon health, conduct, and character is known. Recreation is an essential element in social progress and to ignore it means social retrogression and the attendant cost for the socially and mentally inadequate. The known results of recreation are comparable to

An Explanation of What We Can Do to Provide the Child with Safe and Wholesome Places for Recreation

education in importance and in universality of need.

PUBLIC recreation, like public education, public health, and public libraries, is a function of municipal, state, and national governments and plans should be developed to bring about the change as rapidly as communities can arrange to accept the responsibility.

The increased leisure of youth, enforced by unemployment, has caused the federal government to make rapid progress in outlining and financing statewide projects in recreation. With the government blazing such a broad trail it should be easy for local communities, both large and small, to profit by the experience of leaders in the federal and state recreation projects and to formulate plans now to continue and develop them when the present emergency is past.

There has been, and will continue to be, permanent and commendable development of national and state parks, museums, and historical memorials which furnish citizens places for pleasure and for culture.

There have also been splendid accomplishments in municipal recreational services in cities, in towns, and in rural districts. The National Recreation Association and its affiliated branches have as private social agencies made an invaluable contribution to public recreation through their trained leadership and guidance.

Despite these excellent efforts, there are areas large and small, in every community throughout the country, where the children and youth have no such advantages. It is this unequal distribution and the inadequate support which makes necessary a more systematic allocation of the facilities for leisure time opportunities. Before the present emergency arose, the progress of such programs depended largely upon the initiative of individuals in progressive localities. If the goal is to be for *every child* adequate leisure

and suitable places to play and to receive inspiration and emotional guidance; places to develop latent abilities in all forms of real art, music, drama, and general culture; places to run, to shout, to jump, to compete, to cooperate; and places to listen, to see, and to think, then government units having immediate jurisdiction need authorization to make the facilities of recreation as available as is education.

This program is a national conservation measure; it is a protective and preventive social therapy; it is also an inescapable economic necessity. Supervised recreation is an antidote for delinquency and crime. Unsupervised recreation, or that motivated only by "individual selfishness," stimulates anti-social conduct of all types. The yearly per capita cost to the community for delinquents and criminals far exceeds the per capita cost of education, and the total cost of crime is many times greater than the total cost of education, although the proportion of criminals to school and to the adult population is, fortunately, small.

LOCAL boards of education are established and have been assuming more and more the responsibility for various leisure time programs. These include physical education, athletic contests, motion picture entertainment, and other valuable extra-curricular activities which provide excellent precedents for the extension of services in the public schools. Boards of education have the necessary distribution according to population and are logical local government agencies to assume the responsibility of providing public recreation. Boards of education are chosen by parents and can be made to be very sensitive to the needs of children. Parents are the taxpayers, and can direct the use of taxes. If they choose to pay more for recreation to develop their children instead of being parties to the increase of defective and delinquent children, then it is their privilege to do so.

Boards of recreation exist in some places and the people there may find it expedient to continue that form of recreational control. Other places may find it desirable to develop new recreation committees or boards to stimulate action where boards of education are unprogressive and fail to respond to the community's desires. Cooperation between local boards of education and recreation is coincident with their real interest in public welfare. These boards now have jurisdiction over schoolhouses, parks, playgrounds, park houses, and recreation centers, which provide sufficient space for practically all of the needs to begin the work of taking over the functions now found under private exploitation.

Many church plants already built and those being built are also providing facilities to expand various types of leisure time opportunities. All indoor activities can, with justifiable modification of buildings, be housed in them while the necessary arrangements for extension are being made.

Such a plan conceives recreation in its broadest development to be a community responsibility and as such can command the highest standards of professional leadership. The purpose of such a movement is to make recreation more attractive, more beneficial, and more universal. The plan calls for the mobilization of all of the socially constructive forces of the community used in furnishing amusement, pleasure, and culture; it increases the opportunities of the trained and talented leaders and furnishes guidance to children and youth in the development of their desires for vital and wholesome recreation suitable to their group and to their individual needs.

The Little Theater movement, the popular concerts, the municipal opera, chorus, bands, and symphonies need to be made available to a larger number of groups. If boards of education were charged with the responsibility of providing such music, methods of booking, transportation, and remuneration

would be worked out and finer music would be brought to listeners and better employment be given to musicians. Under the direction of such boards organized exhibits from museums

and art institutes would be brought to every child for his pleasure as well as for his edification.

THE motion picture theater is but one form of recreation demanding immediate attention, but because more than 28,000,000 children and youth attend motion picture theaters weekly, it needs serious consideration.

The undesirability of children and youth attending motion pictures in commercial theaters with their avowed control by box office receipts, is conclusive. The judgment of the groups who have demonstrated their inability to respond to the desires of the public for suitable entertainment, cannot be trusted. The volunteer and paid previewers can no longer be relied upon because of their continuous failures. Censorship by the producers, their agents, or affiliated Film Councils is not the solution.

The problem is complicated by the economic, social, and artistic factors, but certainly not insoluble. The principal complication arises from what President Roosevelt has termed "individual selfishness." This must be eliminated, factored out, before real progress can be made. Pictures must be produced to represent life as lived by the people, not by the few abnormal, subnormal, or even the unusual. Subject material must be selected and treated to satisfy the needs and desires of the 28,000,000 children and youth. This is approximately the school population. The \$2,000,000,000 used annually in motion pictures must not be used to destroy the effect of the \$2,000,000,000 used in education. Motion pictures have an extremely high educational responsibility. They educate while they recreate, in spite of the quality of material used, or the qualification of the characters of the cast and writers of scenarios. These characters are the teachers and supervisors of motion picture recreation at the present time. New producers, qual-

fied characters, and community conscious exhibitors are essential.

THE national project for the conservation of recreation includes: the establishment of a national recreational institute, preferably in the U. S. Office of Education, U. S. Department of the Interior, for the purpose of stimulating and guiding the service through educational channels; and local, state, and federal legislation designed to authorize administration and secure necessary appropriations.

Progress has been made toward establishing a national film institute to encourage the production, distribution, and exhibition of classified films for children and youth. The number of national, state, and local film libraries is increasing and the quality of material is improving. Training courses for operators in the selection and use of films and film equipment have been organized. Regular film circuits in schools, churches, and community auditoriums for classified motion picture entertainment programs graded to the ages and environment of children are being arranged.

To make the motion picture program effective, federal supervision over the selection and treatment of subject material used in motion picture production and the regulation of trade practices used in distribution of them are vital.

Children are the greatest undeveloped resources of the nation. Civilization depends upon their education, health, and recreation. Out of the chaos and confusion of this age clear and imperative demands have come to citizens. One of the most insistent among them is a new deal in the administration of public recreation for children and youth. The motive behind this challenge is child welfare and the motivators are parents.

The question is not whether the public is told *what* to see or even *what* it can see, but *who* tells it. The new era in recreation will provide for a

new group of recreational producers, directors, and leaders and expects new concepts for leisure opportunities created for public welfare, and not limited by private profit or "individual selfishness."





Courtesy the Journal of Health and Physical Education

Eating to Live

By JANET BUCKINGHAM

This is the second article in the Parent Education Study Course, THE CHILD IN SCHOOL, under the direction of Dr. Ada Hart Arlitt. The third article will be "The Parent, the School Child, and Clothing Problems," by Ruth Scott.

MRS. BROWN returned from the community meeting her brain all a-whirl! It was splendid to have speakers on important phases of child care, especially if they could all keep their statements as simple as the nutrition specialist had kept hers this afternoon. Mrs. Brown had jotted down the main points, but she wasn't quite sure she had them firmly fixed in her mind. So to refresh her memory she sat down and read over her notes.

There had been several very clearly defined topics which were of greatest importance. The speaker had talked on "Eating to Live."

She had said: "In this day of amazing progress, one of the outstanding accomplishments of science is the increase in our knowledge of the care of children. We understand better than

ever before the facts of normal body growth.

"The child, like the adult, needs food for energy, for the building of tissue, and for regulating body processes. But the child needs proportionally more food than the adult, because he must not only replace tissue which has been worn down, but he must also build additional tissue required for growth.

"This latter fact is important to

remember, particularly if one has an adolescent boy or girl. He or she will often eat surprisingly much—and this appetite should be encouraged, not laughed at. It is often wise with the older child to break the rule that applies to the preadolescent—"No eating between meals"—and give a light meal after school. Such a meal—crackers and milk, fruit juice and sandwiches, or, in cold weather, cocoa or hot milk—will frequently serve two purposes: the children will come home instead of staying out, and they will eat wholesome food instead of buying queer mixtures.

"Adolescents, like younger children, do not want to eat the same amounts of food every day. Such differences in appetite should not be fussed over, as long as a child keeps up to weight and particularly as long as his doctor says

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GAZINE

that he is in good health. Not all children eat the same amounts. One child may keep well on much less than another even if the two are brother and sister." Mrs. Brown was worried about that too. She had thought that "children are children and must eat the same amount."

Balancing the Diet

THEN THE speaker had said, "Your children should have a well-balanced diet."

"Oh yes," mused Mrs. Brown, "and she gave us a very good list of foods which we should include in our children's daily diet. Where are those notes? Yes, here they are."

And Mrs. Brown read:

1. Milk, still the basis of the diet—1 qt. daily.

2. Some form of dry, hard bread (preferably whole wheat) included in each meal.

3. A well-cooked whole grain cereal—once a day.

4. Fruit—at least once a day, twice if it can be afforded. Preferably stewed, with the exception of fruit juices.

5. A fresh, non-starchy vegetable—green as often as possible. Can have a raw grated vegetable in sandwiches, for example: carrots, cabbage, celery, lettuce.

6. Potato or substitute—such as rice, macaroni.

7. Egg, meat, or other meat substitute such as fish."

"Those directions are clear enough," said Mrs. Brown. "I'm going to make a copy of them and put it up in the kitchen so I can check on my meals. But that won't help the children who live far from school," she thought. "The people in the school lunch room should know these things too."

Mrs. Brown was right. Children cannot be relied on to choose wisely unless they have help. One small boy whom the writer watched at a school lunch room selected for his luncheon a piece of chocolate pie, a coconut candy bar, five cookies, and a cup of chocolate. The boy and his teacher must have had a poor afternoon together. Think of his digestion!

Some drill in each schoolroom on what to choose for lunch and clever kindergarten games about the same topic are very helpful. Drawing pictures of lunch trays, good ones, makes an interesting project for younger children. A "Health Day" in the lunch room with blue flags to put on the good trays and red ones on the

poor trays, to be judged by the children, is also helpful.

Trays may also be watched by a person who checks them, gives suggestions for better choices, and refuses to pass trays that are harmful. This is a fine project for study groups working with home economics teachers. It should, of course, be done only with the help of the home economics group.

Regular Meals

ANOTHER important point which was stressed and which impressed Mrs. Brown was: "When a child enters school his whole life

1. Should the school cafeteria cater to a child's wishes or train the child to eat the wholesome foods?
2. What do you give your children for supper?
3. Do your younger school children eat with the family or earlier?
4. What is a sample of the breakfast that you serve your children?
5. Why do children need wholesome foods?
6. Is it necessary to plan your meals according to schedule when your children are attending school?

Project

Ask each member of the study group to prepare a family menu for seven days and submit it to the other members of the group for discussion on the following points: nutritive value, balance, variety, attractiveness, cost.

changes from one of outdoor freedom to one of indoor activity and routine. Meals become increasingly important. The tendency to hurry to and from school can be done away with if the mother will have breakfast and luncheon on time. A warm breakfast should be eaten to start the child's machinery—mental and physical—at its best running capacity so that he can perform his tasks to the best of his ability."

In connection with this, the speaker recommended menus for one day, and stressed the fact that the heavy meal

should still be served at noon in so far as possible, with the lighter meal coming in the evening.

Mrs. Brown's notebook showed the following set of menus for one day:

BREAKFAST

Orange Juice
Oatmeal with Milk and Brown Sugar
Poached Egg
Whole Wheat Toast
Cocoa

DINNER

Lamb Chop
Baked Potato — Carrots
Celery
Whole Wheat Bread — Butter
Caramel Custard
Plain Cookies — Milk

SUPPER

Creamed Vegetable Soup
Whole Wheat Muffins — Lettuce Salad
Baked Apple
Milk

The foods should be well cooked. Few children will eat with enjoyment oatmeal full of lumps or a cream soup so thick that it will "stand alone." Watery vegetables come in for stern criticism, especially from finicky adolescents, and tough muffins may be good to exercise the jaws but they are not good from any other standpoint. Often the better the cook the less finicky the appetite, but a good cook also knows how to choose and combine foods.

Mrs. Brown remembered an acquaintance of hers who said, "I am the best mother any children could have. I give my children all the cake and pie they want"—and laughed at what a person who knew all about foods would have thought of that mother.

The Lunch Box

THE MOTHERS of children who take luncheon to school—and there are many of them—have still another problem. If the weather is cold the lunch should include something hot. The school lunch box may then contain hot vegetable soup in a thermos bottle, sandwiches, fruit, and sponge cake or cookies. If nothing hot is to be included—and in warm weather nothing hot is needed—a ripe tomato, cottage cheese sandwiches, and cookies make a good combination. Any combination is good which includes:

a raw vegetable or fruit;
bread and butter;

some protein such as egg, cottage cheese—or cold meats for the older child; milk if there are facilities in the school for keeping it fresh; jelly, cooky, or plain cake.

This list allows for many variations. Finger sticks or strips of raw carrots may be used for the vegetable; chopped raw cabbage makes an excellent sandwich filling. Fruit sauces may be carried in small jars with tight fitting caps. Apple sauce, stewed apricots, prunes, and peaches are also suggested. Many helpful ideas can be found in the government bulletins on the school lunch. To be secured from the Government Printing Office, Washington, D. C.

Well-served meals make for better appetites and so do attractively packed lunches. Few children are so hungry that they are willing to "eat what they can get." Busy mothers may find that time will be saved in the long run by having the children help put up their school lunches. School lunches, as Holt has suggested, are a part of the total education of the child and should be treated as such. Children who have been taught to choose food wisely and to enjoy good, wholesome food are not only in the main healthier—they are also happier. Good food, however, is not everything. A regular schedule for sleep, rest, toilet habits, recreation, and work is also necessary—and a periodic phys-

ical examination given by the doctor.

"Fortunate is the school," thought Mrs. Brown as she looked at her notes, "that has trained workers to insure well-balanced meals in the cafeteria and to teach the children how to eat to live." And we add, fortunate is the child whose parents, like Mrs. Brown, realize that the subject of foods is important enough to justify taking notes and following good advice.

Suggested Reading

Holt, L. Emmett. *Food, Health, and Growth*. New York: Macmillan. \$2.

Rose, Mary Schwartz. *Feeding the Family*. New York: Macmillan. \$3.75.

IT'S UP TO US What Children Do

By ALICE SOWERS and ALICE L. WOOD



"Sh, Helen! Don't be a baby. I want to hear this."



"Doris, let's turn to the other station. It's just about time for their animal story."

DORIS WILL SLEEP BETTER TONIGHT

Because

She went to bed after a quiet evening, and unafraid. The story might have seemed thrilling when she heard it in the security of light and adult companionship, but it would have been gruesome and terrifying to reflect upon when she was in bed and alone. At night, when in bed, imagination is most apt to be active and in the solitude and darkness a child goes back to the experiences of the day. Helen's mother needs only to see Helen's white face or to watch her pupils dilate to know that the effect of the story will last long after the broadcast has been finished. It is impossible for parents to know of every experience their child has that might produce fear. However, the value of sleep cannot be overestimated and the wise parent keeps the child's day as free as possible from all fear-producing experiences which will prevent quiet and sound sleep. Doris' mother is doing this when she tunes out the highly stimulating, and perhaps terrifying, murder mystery.

Nancy Escapes a Traffic Accident

By S. J. CRUMBINE, M. D.

NANCY ROBINSON gave me the fright of my life the other day. I was walking along the street opposite the school in which Nancy is now a first grader, just as the children were leaving for the lunch hour. The school stands on a busy corner. A group of children were gathered on the curb, waiting for the light to change, and among them I saw little Nancy. She must have seen me at the same moment, for she waved and, to my horror, stepped off the curb and started to run across the street right in the line of the oncoming automobiles. I shouted to her, but before I could do anything else an older boy from the group dashed after her, snatched her up, and carried her back to the curb.

Just then the light changed, and I hurried across the street. The boy who had saved Nancy was still talking very seriously to her.

"Another time," I heard him say, "you must wait till I give the signal to cross. Do you understand?"

Nancy nodded her head, and slipped her hand into mine as I came alongside.

"What signal are you referring to?" I asked the boy.

"Well, you see," he replied, "I'm the safety patrol this week, and the others have to wait till I tell them they can cross the street. But some of the little ones haven't got the idea yet."

And off he ran, before I could even thank him for his timely action.

Some days later I was visiting at the Robinsons' and I asked Mrs. Robinson if she knew about the safety patrols.

"Oh, yes, indeed," she said, "everybody around here with children at school is talking about them. I think it's a splendid idea, too, especially for children who aren't used to city traffic

—and mine aren't accustomed to it."

"But what exactly is a safety patrol?" I wasn't yet clear about it.

"It's a boy, elected by the other children, usually from the seventh or eighth grade," explained Mrs. Robinson, "whose duty it is to line the other children up on the curb and tell them when it's safe to cross to the other side."

She went on to say that where there is a traffic policeman on duty, the safety patrol waits until the policeman gives the signal before motioning the children across. She explained that the safety patrol has nothing whatever to do with controlling traffic. His job is to watch the lights or the policeman's signal and to make sure that

traffic should never be on the same street at the same time, but until we plan our cities and towns to avoid that difficulty we ought to do everything possible to protect both children and drivers, and to teach both how to behave.

While we were on the subject of streets and traffic I asked Mrs. Robinson if her youngsters were able to find places to play in other than the streets.

"Not very satisfactory places," she replied. "Jack and Mollie are all right, because they can go off to the park to roller skate or play ball or whatever they want to do. But it's too far for Nancy and Tommie—and I can't always spare the time to take them."

"What do they do, then?" I asked. "Play in the yard?"

"It's too small," said she, "so in spite of what I say, I often find them both on the sidewalk. But what can I do about it?"

"I can think of only one solution," I replied. "This is a quiet side street, and there's any number of young children among your neighbors. Why don't you all agree to turn it into a play street for part of the day—long enough for the children to get two or three good hours of outdoor play?"

"But, Doctor, even if the other householders would agree, how would we set about it?"

"By applying to the city police department. They'll put up barriers for you at each end of the street, and see that no cars come through during the stated times. It's a poor enough substitute for a properly equipped playground, but at least the children are near home, and safe. Some day I hope we shall have playgrounds for young children within half a mile of every home in the city, but until then we must make out as best we can."

NAMES

By MABEL NIEDERMEYER

*When Mother was a little girl
Her name was Anna May,
But we just call her "Mother" now,
Which is the nicest way.*

*I think that I will change my name
When I am grown up, too,
And have folks call me "Mother" then
Instead of Mary Lou.*

the road is clear of cars making right- or left-hand turns before giving his own signal to the other children. She also told me that the boys who are chosen for this duty are tremendously proud of their responsibility, and that the other children seem to obey them without question.

I agreed with Mrs. Robinson that it is a splendid idea. Not only does it protect impulsive youngsters like my friend Nancy but it also helps to create the right attitudes toward safety. To my way of thinking, children and

Next Month: Is Mollie Undernourished?



Dollars and Sense

By FLORENCE L. HALL

WELL, food prices certainly are higher these days," grumbled Mrs. Learner to her neighbor, as they were leaving the grocery store with well-filled baskets one morning last week.

"Yes," replied Mrs. Thrift, cheerfully, "prices for food on June 19, this year, averaged about 12 per cent higher than on June 15, 1933. Pork chops alone were up 32 per cent, bread 23 per cent, and eggs 12 per cent. There is a big increase, too, in the price of canned goods. But I believe it is a good thing, Mrs. Learner, for it means that the farmer will get more money for his farm products, so he will be able to buy more store goods, which will put more men to work to produce these things. A better price for the farmer's products is the very heart of the whole national recovery program. And men in factories are going to work fewer hours per week so more people will have jobs which will give them money to buy with."

"It all sounds pretty complicated to me, and anyway I don't think living was so cheap last year," said Mrs. Learner. "It seemed to cost us just as much as it ever did."

"Now, Mrs. Learner, you know that last year food was way down to prewar prices. Clothes, too, were cheaper than they have been for years, but I find in studying my budget that items like education, health, and recreation were not reduced anything to speak of."

"Oh, do you keep a budget?" asked Mrs. Learner. "That word always scares me, and I must confess that I don't really know what it means."

Mrs. Thrift laughed. "I know just how you feel about that," she said, "for it was my case exactly until about five years ago. We had serious illness and were worried with bills and debts. John and I came to the conclusion that we never would make any progress

until we had a plan, and had at least some idea where we were going, so we got started on a budget, which in plain English is simply a plan for spending."

"But," said Mrs. Learner, "I thought a budget meant keeping account of every penny."

"That does enter into it." And Mrs. Thrift smiled. "The budget itself is made by setting down on paper the large divisions of expenses like rent, food, clothing, health, and so forth, and estimating what you think you will spend for each during the year. If you have kept accounts, this will help you in making the estimate. If not, your last year's receipts and check stubs will give you an idea about how much you have spent in these different divisions. After once making a spending plan, you start keeping account of expenses to see if you are living up to your plan and then you get so interested in your records that you keep trying to make a better plan."

"Accounts have always seemed such a bugbear to me," said Mrs. Learner. "It is so uninteresting to put down in a book just what you spent and what for; and besides, it never seems as though I would have time to do it."

"I felt just that way too," replied Mrs. Thrift, "until we got started. But you see, Mrs. Learner, the purpose is not just to keep an account, but to classify the money you spend so that a study of it, made at the end of one month, six months, or a year, will show you where you stand. A separate sheet or page for each division like food, clothing, and house furnishings makes it simpler. You may find that you are far too generous in one part of the family living and spending too little somewhere else. Remember that the main purpose of the account is not just to have a record, but to use that record as a guide to better planning."

"Mrs. Thrift, you make this all sound as if it would be a help instead

of just a lot of extra work," said Mrs. Learner. "I have often marveled at the way you folks get along when I know your income is about the same as ours. Now I am beginning to see that it is because you are such a good manager."

"Oh, don't give me the credit," laughed Mrs. Thrift. "My plan wouldn't work for a day without the cooperation of John and the children."

"Seriously, Mrs. Thrift, I need your help," said Mrs. Learner. "Won't you come over tomorrow and get me started on a spending plan?"

THE above incident was the beginning of an interesting "budget friendship" between these two women. It was plain that Mrs. Learner really did want help, for she actually took notes on Mrs. Thrift's suggestions. She showed them to me the other day and said proudly, "I have put these ideas into practice and they are working!" Here is a page from her notebook:

"Essentials in satisfactory family living are health, security, and happiness.

"A spending plan creates a sense of contentment and security, because it routs out confusion, worry, and uncertainty.

"Have a business center in the home. If there is no desk, use a table drawer or a shelf. Keep bills, receipts, important papers, equipment for correspondence together in this business center.

"Make it as convenient as possible to carry out the plan. Have pads and pencil handy to jot things down. Get the children to help in checking and filing bills, ruling account sheets, and keeping pencils sharpened.

"Take the children in on the plan. Lack of cooperation is often due to lack of understanding. Frequent family councils help. Talk the whole matter over together. Help the children to learn to use money by letting them buy

HAVE YOU ever been afraid of the dark? We have been asking our grown-up friends this question recently after reading letters from the parents to whom we submitted Mr. and Mrs. Greer's question. *Ruth Greer, aged four, is afraid to go into a dark room at night, even though the door is left open. She is also afraid to go to sleep in the dark. Her sister, Patsy, aged two, is never afraid of anything.* We began asking this question after we learned that many of these parents had, as children, been afraid of the dark and that some could remember the cause for the fear. Their letters and the answers of our friends have been most interesting and revealing.

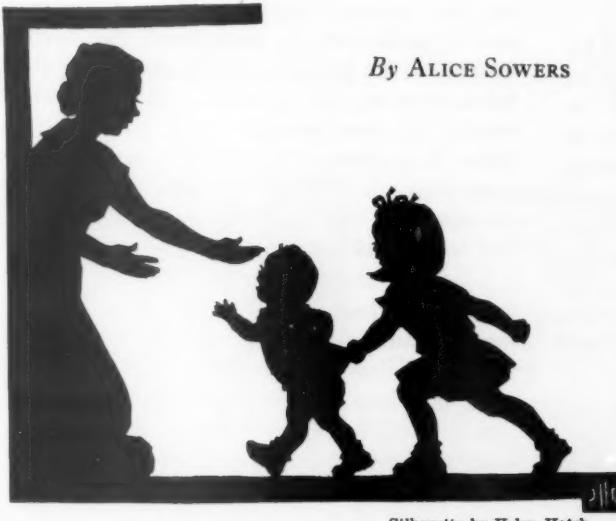
We find their fears of the dark have been due to a great variety of causes. For example, they have told us of being awakened during the night by a loud noise which frightened them; of placing the wrong interpretation upon the scratching of a mouse in the wall or of a twig against the window; and of a dream which so filled them with terror that it seemed real after they awakened. The mystery of the darkness and the loneliness intensified the fear until it became associated with the darkness itself. We have heard stories of night fears caused by scary bedtime stories, thrilling books, mystery movies, or an exciting game after supper. Then there are the conversations and newspaper accounts about gypsies in the last decade, or gangsters in this, which bring on a feeling that "they may get me" when the child is alone in the dark. Overcautious parents have sometimes learned that their children became fearful rather than careful. More direct causes are the threats used by servants—and sometimes by others—as a disciplinary measure or a means of keeping the child quiet, as well as the tales of playmates. Copies of some of the letters follow.

Letters

A STUDY GROUP leader in New Jersey writes: "At our meeting this morning I discussed briefly your request for first-hand information concerning fear of the dark. Two mothers, in reporting causes of fear, included

In Our Neighborhood

By ALICE SOWERS



Silhouette by Helen Hatch

stories by playmates of bogey men and gypsies who stole children in the dark. . . . One mother said the wrong interpretation of the Lindbergh kidnapping story started this fear in her three-year-old. . . . Another told of her eight-year-old boy just beginning to read adventure stories. The child developed a sudden fear of the shadows in his room which took the shape of the lions and tigers in the stories he read."

"When I was afraid of darkness," writes an Idaho mother, "it was because 'something' was always in the room. My parents made up highly improbable tales about things I liked and then told me it was just 'imagination.' After some time I learned to dub anything unreal 'imagination'—and I could be persuaded to go in and get 'imagination' and bring him out of the dark room. The game was fun and at some time—no one knew exactly when—the fear ceased. My own children were never afraid of the dark."

From Ohio comes another story of the fear a mother felt as a child. "When I was about twelve we were awakened one night by some one on the street shouting upstairs to my father, 'The house is on fire.' We were having a terrific electrical storm and a house across the street had been struck by lightning and was ablaze. However, we thought at first that our

house was the one and we were all badly shaken. For weeks after that I was afraid to go into a dark room."

A storm was the indirect cause of another little girl's fear of the dark, according to a letter from a mother in Colorado, who says, "My own fear of storms caused our difficulty. After considerable time we learned that Florence was not really afraid of the dark; she was afraid it would storm during the night. Her daddy and I felt sure that her fear was caused by my own terror during two recent storms at night. After we had helped her overcome her fear of storms, we heard nothing more about leaving the light on at night. But it all began with overcoming my own fear of storms; at least, controlling outward expressions of them."

And we have one letter from a Kentucky father, who writes, "My letter may not be to the point because it gives the 'cure' rather than the 'cause.' We never knew why Doris (aged three) became afraid of the dark but we did find a happy solution. Her fear stopped almost as suddenly as it developed after we placed an electric lamp on the headboard of her bed. When she found she could get light whenever she wanted it, she soon forgot to be afraid."

Jack Loses Things

Jack Munn, aged twelve, loses things. He leaves his cap at Sunday School, his towel at the swimming pool, and his roller skates at some friend's home. His parents have punished him, scolded him, and deprived him of pleasures, but he continues to "forget." They are puzzled to know what to do.

Won't you discuss this at home, in your neighborhood, in your study group, or at your parent-teacher meeting, and tell us what causes you have found in similar cases? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before October 15. They will be printed in the December issue.



EDITORIALS

EDUCATION FOR TOMORROW

NEWTON D. BAKER in a recent address to educators told of watching with absorbing interest a pair of wrens in his garden go through the whole routine of teaching their young to feed and to fly. Having coaxed them from the nest, the mother bird proceeded to flutter her wings and perform other antics in their sight which the little ones were supposed to imitate. He told of the animated bird talk that went on, of the great patience of the mother in dealing with her babies, of salutary disciplinary measures which were called into play when her patience was exhausted. Finally the period of training was over and her fledglings had learned to find their food and were ready to fly. Two whole days was all the time required to teach the little wrens all they needed to know to wing their way out into the big, wide world.

Though it took a much longer time, little children in a savage state learned all they needed to know rather simply and naturally, first through imitating the actions of their grownups through their dramatic play and then by taking part in the occupations of these adults. It was thus that they served an apprenticeship. When they were finally initiated into the tribal ceremonials their higher education was completed. Any such institution as the school to promote learning was unknown to them. As civilization advanced it was not possible for the young to learn all they needed to know to go on their own by direct sharing in the pursuits of their elders, except in a few occupations, so a school was set up and a special group of persons designated for the task of teaching.

When this country was first settled and life was largely filled with felling trees, building cabins, tilling the soil, and hunting for food and furs, the body of knowledge actually needed by our forbears in their occupations was relatively small. But more than three centuries have passed since the first permanent English settlement was made on these shores and the life and education of our people have com-

pletely changed. When scientific inventions began to multiply fifty years ago, the tempo of life was speeded up and in the last twenty years, with the improvements in communication and transportation, the problems of the world have been brought to our very doors. It is obvious that the adult generation of our time has not been able to cope with the economic, political, and social problems of their day and it is equally obvious that the solution to many of them will be passed on to the generations now in school and those to follow. If the young people on whom these unbelievably great obligations will fall are to be fairly dealt with, they must be given an education and a deliberate training for their task vastly superior to any that the past has known.

In order to map out this new education and to plan for its support, whole-hearted cooperation of educators and laymen is needed. It is providential in this critical period of the educational history of this country that there now exists an active, seasoned, and resourceful organization of 1,500,000 parents and teachers in 20,000 units in 47 states ready to be mobilized in support of educational plans and policies that are the result of cooperative deliberation and action.

American Education Week, which this year falls November 5-11, offers an excellent opportunity for the discussion of the first steps that must be taken. During this time citizens will gather by the tens of thousands in their schools, lodges, and churches to discuss the work of their schools and to learn of their needs. The time will be well spent and the cause of education will be well served if these discussions center around such subjects as revision of obsolete tax systems, enlarging of outworn administrative units, strengthening of state departments of education, adequate training and remuneration of teachers, responsibility of the federal government in education, and enrichment of the curriculum to prepare for the increasing leisure of our people.

Parent-teacher members are preparing themselves to take an active part in all such discussions through a na-

tionwide study of their new publication entitled *Our Public Schools*, written for their use by well-known educators and laymen. A thorough study of the aims and accomplishments of the public schools by the citizens of this country would go far toward clarifying some difficult situations which confront education today.—CHARL ORMOND WILLIAMS

SOME NEW TOOLS

AS THE parent-teacher year opens a new task awaits us—every parent-teacher leader and every conscientious, participating member of the vast National Congress. That new task is to carry a bit further the parent-teacher structure which parents and teachers have been building for the last thirty-seven years.

The foundation is good. It has stood the test of time; the walls so far have been built securely, with infinite pains and labor, and we must qualify as master builders if we are to continue to build worthily. As parent-teacher people our task is plain.

We have accepted the platform of equal opportunity for all children. The medium through which we work is firmly established—our 20,000 parent-teacher associations—but we need new tools as we build for a new day.

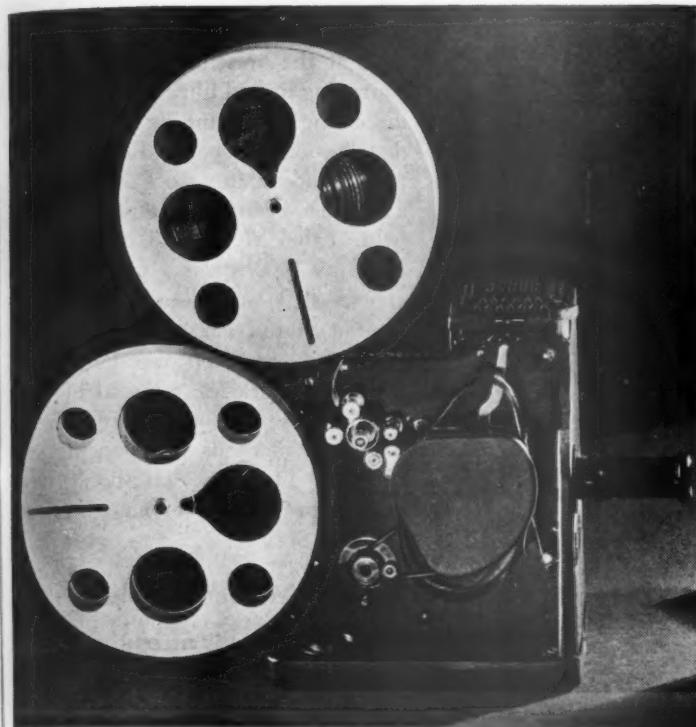
The new magazine, new *Manual*, new leaflets, new programs, all offer new material based upon the needs of a new day. We cannot afford to do without them. We can no more carry on an effective, up-to-date program with outworn methods and materials than we can overcome a forest fire with a hose cart.

There is a challenge in the new needs—a challenge which every alert parent-teacher member must meet—to investigate more intelligently the needs of our own communities; to study more carefully the material furnished through the National Congress; to confer more frequently with one another. Then, with our devotion to Congress ideals, our new knowledge, and our new tools, we must go forth and build, stone on stone, the safeguards for America's children.—ANNA H. HAYES.

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BOOKSHELF

By WINNIFRED KING RUGG

IF EVER there was a time in the history of public school education when a clear statement of the aims and achievements of the school and the relation between them and the community needed to be presented, it is in this period when so many cities and towns have been turning to the school budget as a point where expenses can be reduced. To fill this need, the Board of Managers of the National Congress of Parents and Teachers authorized the preparation of a book which should give a simple but authoritative story of education in this country. Nineteen experts have contributed chapters to the volume called *OUR PUBLIC SCHOOLS*, and Charl Ormond Williams, formerly fifth vice-president of the National Congress of Parents and Teachers, and past president and present field secretary of the National Education Association, has edited the work.

The authors give briefly in their respective chapters the history of American educational policies and accomplishments, tell what the schools are trying to do today, deal with the subjects of school organization and support, and project a vision of the extension of education.

Carleton Washburne in a chapter on "What the Public School Is Trying to Do" sums up the objectives as: physical and mental health; development of individual interest and aptitudes for vocational choice and wise use of leisure; knowledge and skill for effective work; and a sense of social responsibility. Secretary Ickes of the Department of the Interior calls the question *What are we going to do about the schools?* the most important of all pressing problems. John K. Norton, chairman of the Joint Commission on the Emergency in Education appointed by the Department of Superintendence and the National Education Association, warns us that the responsibilities of the schools are growing even greater than they have ever been before. Mrs. B. F. Langworthy in "The Schools and the Parent-Teacher Association" tells what parent-teacher associations can do to help secure for "all the children of all

the people" an education that fits them for life. Other writers are John Finley, Edgar W. Knight, William John Cooper, Harley L. Lutz, A. F. Threlkeld, William G. Carr, Lucy Gage, Arthur B. Moehlman, George D. Strayer, Julia Wright Merrill, Nora Beust, Jesse H. Newlon, Elizabeth Wells Robertson, J. W. Faust, and Joy Elmer Morgan. Miss Williams concludes the volume with suggestions for its use, chapter by chapter, in study groups, and with reference lists. It can be profitably studied in every parent-teacher association and read by every taxpayer.

Playing Together

MARY G. BREEN, author of *PARTNERS IN PLAY*, quotes Newell W. Edson, chairman of the Social Hygiene committee, as saying that one of the chief reasons for divorce and desertion is that husbands and wives have never learned how to play together. Miss Breen points out that the ability to get along together does not suddenly flower with marriage. Adolescence is the time for adjustment to the other sex, and in no way can this be done better than by developing interests and skills that bring young men and young women together in their leisure hours.

PARTNERS IN PLAY was prepared for the National Recreation Association and for the National Board of the Y. W. C. A., and contains instruction for organizing play for groups of young men and women. Too much of our American recreation consists in watching other people do something. The majority of us sit on the grandstand and take our sports vicariously. Young people need activity, and some of their activities ought to be planned so that boys and girls can take part in them together without embarrassment or self-consciousness; so planned, too, that they will not have to limit their social contact to dances.

Dancing is, however, the most popular recreation, and two of Miss Breen's chapters are on methods of managing dances by recreation agencies. Other topics are games of skill, parties, hikes and outings, music,

drama, water sports, arts and crafts, and discussion and study groups.

The book is written primarily for recreation leaders of young people between the ages of twelve and thirty, but its definiteness and first-hand information, conveyed in a breezy style, make it useful to parents and to young men and women who do not belong to organizations but are looking for help in directing their own leisure-time activities.

Expanding Library Usefulness

THOUGH the difficulties of instituting new forms of library service were never harder to overcome than at the present moment, it is encouraging to find librarians with vision discussing and planning for the wider distribution of books to outlying districts, and taking stock of what has already been accomplished in that field. Ethel M. Fair's *COUNTRYWIDE LIBRARY SERVICE* is a compilation of articles that have been written in the United States, England, and Canada on library extension over large areas; on county libraries, regional libraries, book trucks; and on the organization, cost, and methods of financing such projects. The book has special interest for members of committees on Library Service.

Mother's Bible

NOW COMES the fifteenth edition of that oft-tried and much-trusted friend of mothers, Holt's *THE CARE AND FEEDING OF CHILDREN*. Well may the publishers quote on the paper jacket of the book, "A mother without Holt is a ship without a rudder." The present revised edition is by L. Emmett Holt, Jr. The revisions relate largely to infant feeding and to diet, and a notable recommendation is that all milk for feeding infants under two years of age be sterilized by boiling.

"Our Public Schools," edited by Charl O. Williams. Washington: National Congress of Parents and Teachers, 1201 16th Street, N. W. 50 cents.

"Partners in Play," by Mary J. Breen. New York: National Recreation Association, 315 Fourth Avenue. 75 cents.

"Countrywide Library Service," edited by Ethel M. Fair. Chicago: American Library Association. \$2.50.

"The Care and Feeding of Children," revised by L. Emmett Holt, Jr. New York: Appleton-Century. \$1.25.

Congress Comments

News has recently come of the appointment of Mr. H. J. T. Webner as General Secretary of the National Congress of Parents and Teachers to succeed Mr. W. Elwood Baker. Mr. Webner's travels and wide educational experience, as both teacher and administrator in schools in the United States and in Puerto Rico, have eminently fitted him for his new work.

* * *

Miss Alida C. Bowler, chairman of the Committee on Juvenile Protection, National Congress of Parents and Teachers, and a member of the staff of the Children's Bureau at Washington, is the first woman ever appointed to govern Indians. On September 1 Miss Bowler began to supervise the scattered tribes of Northern Nevada and to act as superintendent of the Carson Indian School at Stewart, Nevada. John Collier, superintendent of Indian Affairs, selected Miss Bowler "fundamentally because she is fit." He sees no objection to appointing a woman, since the Indians have set the precedent by giving leading positions to women in many tribes.

* * *

Mrs. Robbins Gilman, chairman of the Committee on Motion Pictures, National Congress of Parents and Teachers, is scheduled to conduct motion picture conferences in many states during October and November. Her itinerary will take her to Indiana, New York, Massachusetts, Rhode Island, Connecticut, Michigan, Ohio, Virginia, Maryland, Pennsylvania, New Jersey, and many of the southern states. The requests which have come to Mrs. Gilman for assistance indicate a vigorous interest in her program to supply wholesome educational and recreational pictures for children.

* * *

Miss Alice Sowers was awarded a summer fellowship by the Fellowship Committee on Studies and Research of the National Council of Parent Education, and took part in a seminar on Mental Hygiene Problems in Parent Education at Smith College, early in August.

The National Congress of Parents and Teachers had an exhibit at the first National Schoolview and Schoolmart, held in New York in the New York Port Authority Building, August 15 to 24, during the convention of the National Association of Public School Business Officials, held to discuss problems of financing the rehabilitation of the public schools of the country.

* * *

Mrs. A. H. Reeve, chairman of the Congress Committee on International Relations, and Miss Florence Hale, formerly president of the National Education Association, will speak at the Convention of the Maine Congress, which will be held in Augusta, October 2-3. Mrs. Reeve will also represent the Congress at the convention of the Massachusetts Parent-Teacher Association to be held October 29-31 in Boston.

* * *

At the biennial convention of the Pennsylvania Congress of Parents and Teachers, to be held at Scranton, October 9-11, a tree will be planted in memory of the late Mrs. William Brice, Jr., former president of the Pennsylvania Congress, editor of the *Pennsylvania Parent-Teacher*, and member of the National Board of Managers.

* * *

At the convention of the Indiana Congress to be held in Indianapolis October 15-18, Mrs. J. K. Pettengill, First Vice-President, will represent the National Congress and Dr. Ada Hart Arlitt, chairman of the Committee on Parent Education, will be the speaker at the Silver Star dinner. A demonstration of the use of the Parent Education Study Course which appears in the *NATIONAL PARENT-TEACHER MAGAZINE* will be given by a class which has used the course as a basis for study. The theme of the convention is "Today's Child in Tomorrow's World."

* * *

Miss Frances Hays, Information Secretary, will represent the National Congress at the convention of the Ohio Congress to be held in Columbus October 10-12.

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A Note of Sympathy

We record with deep sorrow for our beloved First Vice-President the passing away of her husband, Mr. J. K. Pettengill, on September 10. Mr. Pettengill has, during the years of his wife's service to the Congress, in Michigan and on the National Board, been of the greatest help to her and to us. He was not only tolerant of the attention that his wife gave to this work but he performed a vast number of personal services that promoted everything that she did. We express to Mrs. Pettengill and her children our deep and loving sympathy in what must seem to them an insupportable loss.

MARY L. LANGWORTHY.



The P·T·A at Work

Edited by HELEN R. WENTWORTH, 143 Cliff Road, Wellesley Hills, Mass.

FATHERS TAKE THE LEAD IN A P.T.A.

Wisconsin

The Atwater School in Shorewood has an enrolment of 837 children from kindergarten through the sixth grade. They represent 663 families. The Atwater Parent-Teacher Association, which was organized nine years ago, had last year the largest membership in Wisconsin and is classified as one of the twelve largest associations in the United States.

In spite of this enviable reputation, it still has not represented the best efforts and interests of all the patrons of the school. There is a potential membership of 1,300 parents and teachers, but the membership has never exceeded 500, and a much smaller number than this was actively interested.

The association formerly performed three functions, but these have been taken over by the community or have been lessened considerably in importance. Lectures are now given by other organizations; the association's welfare work has been largely taken over by community welfare agencies, though the P.T.A. still cooperates with them. And since the association has long felt that school improvements should come out of tax money, the money-raising function has greatly decreased.

Last February a questionnaire was sent to parents asking their frank criticism and opinion as to whether the P.T.A. should be improved or whether it should be discontinued. It also asked them to indicate specific ways in which they were willing actively to assist in the work of the organization if it were to go on.

Parents wanted the association continued, but as a result of the information sent in and the interest aroused, several significant changes are being made. All of the elected officers are men. The association has asked the wives of these men to serve as co-workers on each task with them. The president—a well-trained hygienist—has made his appointments to the

chairmanships of the twenty-eight committees represented on the executive board in this same manner—husband and wife are to act jointly in each chairmanship. This makes a total board of sixty-one people, composed almost equally of mothers and fathers.

There are two reasons for this plan. The first is to make it a real parent-teacher association, in which for the first time the advice and help of the fathers as well as the mothers will be available in planning the type of program to be offered. A second reason is that when one parent is busy or away the other can be present at meetings and can continue project activities. As a result of this policy it is expected that fewer executive board meetings will be needed, that they will be held in the evening, and that they will be both business and social in their nature. It is planned that the officers of the association shall act as an executive committee within the board and shall carry on between meetings of the larger planning committee. Each teacher in the school will serve on some committee, but will not be asked to be chairman of any committee.

There are to be eight business committees: Program, Publicity, Membership, etc.; eight activity committees: Better Films, Radio, Welfare, Summer Round-Up, etc.; seven grade committees; and five professional committees: Study, Legislation, History, Library, and the National Parent-Teacher Magazine.

The association is looking forward confidently to a successful year.—*From the Report of LAURA E. KELLAR, Principal, Atwater School, Shorewood.*

HOBBY INTEREST STIMULATED

Utah

The Recreation Council of Salt Lake City sponsored a successful hobby campaign and show. Parent-teacher associations of the city belong to the council, and were very active in the committee work which carried out the project.

The council issued a bulletin with a detailed list of hobbies under twelve classifications, and also a coordinating plan for the citywide hobby campaign.

Over one hundred people exhibited at the show, and well over one thousand attended.—CHARLOTTE STEWART, *Secretary, Recreation Council, and Supervisor, Health and Physical Education, High School Girls, Salt Lake City.*

POSTER PUBLICITY

Washington

The Seattle Council of Parents and Teachers, in order to inform the general public that every membership gained would help "Every Child Everywhere," as well as link the parent-teacher associations with the initials P.T.A. seen so often in print, successfully used poster boards during the state P.T.A. Week last February.

Fifty posters seven feet by one and one-half feet were displayed on highways and near schools throughout the city during the week. Each association contributed a small amount to cover the expense entailed. The reading matter on these posters, which displayed blue and red colors on a white background, was: "EVERY CHILD EVERYWHERE — will benefit from YOUR MEMBERSHIP in the P.T.A. — Join Now — PARENT-TEACHER ASSOCIATIONS — State P.T.A. Week — Feb. 10 to 17." — MRS. BINNS, *Publicity Chairman, Fairview P.T.A., Seattle.*

MEMORIAL LIBRARY

Texas

Something unique in the accomplishments of parent-teacher associations in elementary schools is found in the memorial library at the Robert B. Green School in San Antonio. For many years Janie Cleveland, a teacher, was the idol of the children of the school. She was loved by both pupils and parents. In order to perpetuate her memory fittingly, the parent-teacher association of the school founded a library and pledged itself

to raise funds annually for its upkeep and extension.

Bookcases were placed in every room of the school and supplied with books best suited to the ages of the children. This plan makes it possible for all the children of the school to receive some benefit from the library, and gives them the opportunity to develop a taste for good literature at an early age.

The association has a board of three—one member of which is elected each year—to administer the affairs of this library of more than one thousand books. At a meeting held recently, the trustees decided to purchase additional books immediately. The money is to be raised by doughnut sales to be held the first Friday of each month at the school.—MRS. FLINT C. YOUNG, *Publicity Chairman, Robert B. Green Parent-Teacher Association, San Antonio.*

OUTWITTING THE DEPRESSION

Ohio

The Caledonia School District in East Cleveland was a suburban neighborhood of average prosperity. Although not as severely hit by the depression as some communities, it has been faced with lowered income and many of its residents are unemployed. Certain definite changes have been made to fit present conditions.

Knowing that many of our people, whose homes and appearance still indicate prosperity, can no longer afford even a fifty cent membership, our parent-teacher associations take all invitations to the homes. If a mother implies that dues are an obstacle she is assured that she is welcome to all meetings whether she joins or not, and that no one will solicit her membership at any meeting she may attend.

Our custom has been to have a big dinner on Founders Day. The school has no dining room and when these affairs are given elsewhere they involve considerable expense. This year instead of selling dinner tickets we had the school children make and take home to all parents, members and non-members, pretty invitations to a free evening party. Volunteers contributed sandwiches, cake, and other refreshments. Nobody was directly asked to give. Excellent musicians and a fine speaker donated their services. After the program, which included a Founders Day Pageant and



MANY highly educated men and women are illiterates . . . financially. Intellectual, keen-minded, broad-visioned, they direct large enterprises . . . enjoy lucrative professional practices—and never capably manage a dollar they own!

Are you one of these? Pause, now, and think a moment. Of all the money that has come into your hands, how much has passed on, and how much has remained behind? That's the test of financial intelligence. Grade yourself . . . but be honest!

Now, then. What about that boy of yours—or that girl? Shall they, too, grow up to be financial illiterates? Shall they reach middle age with not the slightest conception of how properly to manage the money they earn?

Join Investors Syndicate in an emphatic "No!" to those questions. A widespread concerted expression of opinion will induce school officials to add a Money Management course to the school curriculum. We are sponsoring that movement. Already, some states are doing so; others are planning to. But many are inactive.

We appeal to Parent-Teacher Associations and school boards everywhere. What are you doing about this? Will you help? We are accumulating much valuable material from schools that are teaching Money Management. An outline of this information will be mailed on request. (Address Money Management Department, Investors Syndicate, Minneapolis, Minnesota.)

And a word to every reader of this message. Your endorsement of this important enterprise may help many growing boys and girls to secure proper education in the control of money. Add your signature to the rapidly growing roster. Clip and mail the coupon below, and put your influence behind this timely movement.

INVESTORS SYNDICATE LIVING PROTECTION

Founded 1894

Offices in 51 principal cities—Representatives throughout United States and Canada. Affiliated Companies: Investors Syndicate Title & Guaranty Company, New York—Investors Syndicate, Ltd., Montreal

COUPON

INVESTORS SYNDICATE, Minneapolis, Minnesota.
Money Management Department, NP410.

You may add my name to those who want the children of today taught the principles of Money Management in the schools.

No. of Children (if any)..... Ages.....

Name.....

Street..... City & State.....

the Mothersingers Chorus, there were games and dancing. A small orchestra volunteered to furnish the dance music. There was a large attendance and many came whose circumstances prevent their attending pay affairs. After the party a large surplus of food was turned over to the Welfare chairman for needy families.

The former custom was to raise money for parent-teacher projects by one big and expensive party in some club or hotel. Now we have several twenty-five cent parties at school. People will go to four of these who would not spend the same amount on one. Nobody has to pay carfare to reach the school. Refreshments are donated and there is little expense. We not only make money but perform a neighborhood service by furnishing recreation at low cost.

Working on the theory that our service to the community is a valuable one which those who are able will support, and making non-members welcome to what we have to offer has actually increased our membership. Many mothers who for one reason or another are unable to attend meetings and who formerly would not have joined now say they wish to help by paying dues even if they cannot be active. At the same time our meetings have a large attendance because we offer interesting programs.—MRS. JOHN SHOWALTER, *Publicity Chairman, 3407 Henderson Road, Cleveland Heights.*

P. T. A. HELPS THE UNDERPRIVILEGED

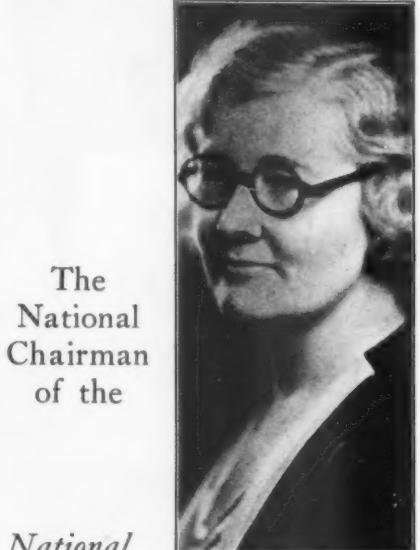
Illinois

In the summer of 1933, the closing of the Chicago Parental School was threatened, and a group of civic-minded men and women worked unceasingly to retain it for the underprivileged youth of Chicago. When assured that the school would not be closed, the group felt that a parent-teacher association could help in promoting better opportunities for the pupils. Therefore, in September an association was organized which has accomplished many things.

At Christmas children who were overlooked by their parents were given attractively wrapped gifts. Books were purchased, and clothing which had been turned over to the association was put into good condition and distributed where it was most needed.

A gala party to raise funds was given in February. A Junior Garden

INTRODUCING



The
National
Chairman
of the

National

Parent-Teacher Magazine

Mrs. M. D. Wilkinson

Mrs. Wilkinson brings to her new position as Chairman of the NATIONAL PARENT-TEACHER MAGAZINE (formerly *Child Welfare*) years of valuable experience in P. T. A. work. She has served the National Congress in many capacities, including that of president of the Washington Congress. She bespeaks from every member of the vast National Congress of Parents and Teachers cooperation in promoting the use of its only official magazine.

Club was formed and an experienced gardener accepted the chairmanship. The children were taught all branches of horticulture. A rock garden and a lily pool were constructed by the club under the guidance of the chairman and his committee. A spring flower show was held two days in June. Members, non-members, and children exhibited their choicest blooms, and the children were able to see many varieties of flowers. Artists became interested and donated their services for afternoon and evening entertainments. At a fall flower show held in September, cuttings from choice dahlia bulbs were donated for exhibition. Dahlias grown by the Junior Garden Club were exhibited at the Chicago World's Fair in September.

This association has encouraged outsiders to visit the school and observe the fine moral and physical development it is giving to these less

fortunate children. The visits spread information about the school and also please the children, some of whom rarely have visitors and whose parents, although they live in the city, are not interested enough to come to the school.

The association invites members of all parent-teacher associations and friends of the movement all over Chicago to join them in their work, because the Parental School serves all the schools of the city. Truant children and those guilty of misconduct are sent for training and are given good food and clean, healthful surroundings. Every one of the board members of this organization is either a president of a parent-teacher association, a past president, or a council or district chairman.—MRS. GEORGE R. IVES, 5437 North Sawyer Avenue, Chicago.

AN INTERNATIONAL NIGHT *Massachusetts*

The Adams School in Lexington has seventeen nationalities represented among its parents. These many nationality groups were asked to cooperate in the program of an international night, and an invitation was extended to people of all nationalities in the town to attend. One paragraph of the invitation says, "It is our aim to show how indebted we, as Americans, are to these various countries for their contributions to us in music, art, literature, and science. We have endeavored to depict some phases of their national customs and talents which we hope will prove entertaining to you."

The program opened with the singing of the Flag Song by the leaders of the nationality groups and the Mothersingers of the association. Then came fourteen different nationality numbers. They were varied in form and presented songs, dances, readings, or short plays bringing out the differing characteristics and customs of the countries represented. The program closed with the singing of the Hymn for the Nations by the ensemble group which opened the program, and finally concluded with the singing of the Star Spangled Banner by every one present.

It was a most enjoyable evening and one which is sure to prove fruitful.—MRS. ADA L. WEBBER, *Executive Secretary, Massachusetts Parent-Teacher Association, 80 Boylston Street, Boston.*

FOR HOMEMAKERS ◊

The Care of Blankets

(Continued from page 26)

cover it with clean cotton cloth. Distribute the weight of the blanket evenly on the two sides of the line. Avoid the use of clothespins. Occasionally shake the blanket, press out the water which has accumulated at the lower edges, and straighten borders.

When the blanket is partly dry, reverse it, so that the inner side may be exposed to the air.

After the blanket has been thoroughly dried, shake it or use a soft brush to raise the nap. Press the binding, if necessary, after covering it with a damp cloth.

Washing Blankets in Winter

Try to wash blankets during the warm months, but if they must be washed in winter dry them in the house at room temperature. Intense cold has the effect of contracting the fibers of wool.

* * *

The article entitled "Eating to Live" which appears on page 21 of this magazine will be of interest to those who are following the department "For Homemakers."

* * *

If you have a copy of the January, 1934, *Child Welfare Magazine*, read again "Money Management" in connection with the article by Miss Hall which appears in this department. In it Florence Barnard, the author, gives a scale to guide the adjusting of an income, regardless of size, so that balanced living may be maintained.

The successful meeting of a parent-teacher association must be planned so carefully that it moves surely and quickly. The entire meeting should take just about an hour and a half, and it should begin and end on time.

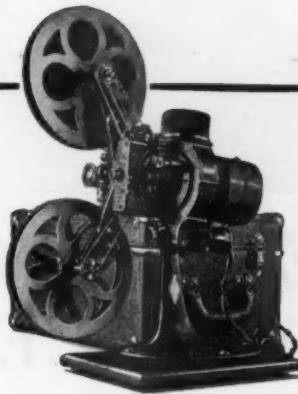
See the *Parent-Teacher Manual* for suggestions on planning the P.T.A. meeting. Each issue of the NATIONAL PARENT-TEACHER MAGAZINE, from September through April, gives more detailed suggestions for the part of the meeting devoted to the program and the social period. Of course a choice must be made from the suggestions, as it is impossible to plan a meeting that will satisfy the needs of every local unit.

TO AMERICA'S PARENTS AND TEACHERS

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The Filmo Silent Library and the Filmosound Rental Library (Sound-on-Film) contain a wide range of modern educational and entertainment subjects, constantly augmented by productions of leading studios. Bell & Howell distribute the famous Erpi Instructional Talkies covering forty-seven subjects in Natural Science, Physical Science, Social Science, Music, Vocational Guidance, and Teacher Training. These film subjects as well as the complete Filmosound Reproducer, are available to schools and P.T.A. groups at a nominal rental fee.

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Gentlemen: Please send me complete information on: Filmo Silent Projectors; Filmosound Sound-on-Film Reproducer; Filmo Silent Film Library; Filmosound Library; Erpi Instructional Talkies.

Name.....

Address.....

City..... State.....

P.T.A.



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Author of the praised and popular book

"LEARNING TO SAIL"

Skipper Calahan has written this straightforward and systematic book for the beginner at racing who already has a knowledge of ordinary sailing.

LEARNING TO RACE is calculated to save sailing enthusiasts days and months of learning by the trial and error method when they first venture into racing.

A few world-famous skippers who saw chapters of this book before publication admitted finding much that was new to them.—*Old-Timers please mark.*

Young people who are learning to handle a boat will find in this book a real racing and sailing education.

Price, \$3.50

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60 Fifth Ave. New York

THE SCHOOL LOOKS TO THE FUTURE

A Parent-Teacher Program

Outlined with the Cooperation of Joy Elmer Morgan

COULD America make all its schools as good as its best schools, the education of youth would advance during the next decade more than in the entire history of public education. Thinking people no longer expect tomorrow to be the same as today. They do not expect the school merely to preserve the past; they wish it to help create the future.

The school of tomorrow as compared to the school of today will:

define education as guided growth,
start much earlier in the life of the child,
continue its guidance longer and release it more gradually,
be associated with vastly larger provision for the lifelong education of adults,
demand teachers of greater skill and broader education,
distinguish between the art of teaching and the routine aspects of school management,
use a wealth of mechanical equipment to aid learning,
work toward broader objectives of education,
put fixed seats, textbooks, set routine, and mere grades in their proper place so that they are not regarded as more important than the fundamental needs of childhood,
use an activity program as the foundation for a vigorous and well-balanced mental life,
accept its responsibility for dealing with all behavior problem children, abolish "failure" now so lightly regarded that there are no reliable figures for the nation,
consider its task incomplete until all children are fitted successfully into the activities of citizenship and vocations.

PROGRAM

(30 minutes)

(In charge of chairman of School Education or Program committee.)

1. Talk by Teacher, Principal, or Superintendent of Schools: How Our School Is Meeting New Conditions.

(Points to develop and discuss: Changes in curriculum or class organization to fit pupil and community needs; initiation or improvement of plan for home visiting, hot lunches, medical examinations, lengthened class periods, improved reports to parents, objective testing program, cumulative records of pupils, pupil participation in school government; counseling and guidance of pupils in school

work and social relations; ways in which the school is using community resources in teaching; how pupils are helped to independent effort; the interpretation of the school to the public through American Education Week, parent-teacher meetings, and in other ways.)

"The school of tomorrow is likely to nurture the complete child, physical, mental, and spiritual. Its curriculum will involve aspects of life. Children will be encouraged to bring into the classroom their interests and problems in nature, in city life, in industrial and human relations, as well as their questions of diet, exercise, and health."—WILLIAM JOHN COOPER.

References

Journal of the National Education Association. "A Rural High School's Service." May, 1934.

"Can Democracy Survive in the United States?" February, 1934.
Shields, James M. *Just Plain Larnin'*. New York: Coward-McCann. \$2.
Williams, Charl O., editor. *Our Public Schools*. Washington: National Congress of Parents and Teachers. 50 cents. Chapters 7, 9, 11, 13.

(Continued on the following page)

♦ THE SCHOOL LOOKS TO THE FUTURE ♦ ♦

2 Talk by a Parent: How Our Community Is Meeting New Con- ditions.

(Questions to discuss: Are parents, other citizens, and the community in general cooperating in the financial and moral support of the schools? In recognizing community responsibility to provide wholesome recreation for young people and adults? In disapproving of harmful recreation? In accounting for its entire population, as to employment; and making provision, so far as possible, to provide employment? In safeguarding the health and physical well-being of children and adults? Does the community have honest and efficient civic government? Does it have a planning commission, actively working for the betterment of the community, with definite goals five, ten, twenty, or more years in the future?)

"What children need is the protection of a community from which harmful influences and unfair temptations are removed, and this parents should work together to accomplish."—JANE ADDAMS.

References

Second and third references cited above.

Mims, Mary. *The Awakening Community*. New York: Macmillan. \$2.
National Congress of Parents and Teachers. "The School of Tomorrow."
Leaflet. Single copies free to local Congress units through the state office.
CHILD WELFARE. "The Child's School," by Arthur Dean. February, 1934.
"Our Debt to Our Children," by Margaret Slattery. February, 1934.
"Home and School Check List." January, 1934.
"Lasting Values in Education," by Carleton Washburne. November, 1933.
"Youth Reshapes the Home Town," by Anna C. Bird. May, 1933.

SOCIAL PERIOD

Exhibit of American Education Week material.

Exhibit of maps, made by school children, showing your community as it is today in regard to schools, parks, libraries, residential and industrial sections, and your community ten, twenty, or fifty years hence. (See CHILD WELFARE, May, 1933, pages 458-62.)

Projects

1. The theme of American Education Week, November 5-11, is "Educating for Tomorrow." Its observance this year will be an excellent opportunity for homes and schools to study the adaptation of education to the future conditions of this country. Plan in October for its observance in November. Special packets of helpful material for citizens and for rural, kindergarten, and high schools can be obtained from the National Education Association, 1201 16th Street, N. W., Washington, D. C.
2. Make a study of unemployed high school graduates in your community and the provision being made for them.
3. If your community has no planning commission, see what steps can be taken by the parent-teacher association for the creation of one.

A RADIO BROADCAST FOR PARENTS

A SERIES of weekly parent education radio programs sponsored by the National Congress of Parents and Teachers will be broadcast over the Red network of the National Broadcasting Company on Thursdays from five to five-thirty p. m., Eastern Standard Time. This series will begin on October 4. Because of the wide response to the broadcasts offered last year, it is anticipated that many parents will welcome these talks and that many parent-teacher associations will follow them carefully. Local association groups are asked to organize now to listen in at the time of the weekly broadcasts.

A Listener's Pamphlet, containing outlines of each program for the use of study groups, will be available from the office of the National Congress of Parents and Teachers to groups of ten or more at the rate of 10 cents a copy; single copies may be ordered for 15 cents each. See page 40 of this magazine for the October broadcasts.

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MOTION PICTURE FILMS . . .



Authentic, historical and biographical motion pictures.

These films cover a period of thirty-seven years, and contain some of the earliest motion picture film in existence.

Ten productions of one and two reel lengths have been completed and are now available.

Scenes of President McKinley

Mr. Roosevelt's Inauguration

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The Building of the Roosevelt Dam

Mr. Roosevelt's Adventures in South America

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His Public Appearances in various parts of the United States.

These films have been collected from the four corners of the earth by this Association from original motion picture scenes of Theodore Roosevelt so as to keep alive the story of this great American.

Descriptive leaflet sent on request.

ROOSEVELT MEMORIAL ASSOCIATION

28 East 20th St.
New York City

(The restored birthplace of Theodore Roosevelt)

Making Home Study Count

(Continued from page 16)

planned home study program and the assignment of tasks which are interest-provoking. Some subjects and exercises assigned for evening home work are so artificial that they have little or nothing to contribute to adult life or to the building of good leisure habits for the child's future. Evening after evening spent in a compulsory monotony of arithmetical exercises, grammatical conjugations, or any other forms of drill produces the impression that evening is a time for hurrying through an unwanted task rather than a time for enjoying cultural pleasures. The exceptional home counteracts this condition by having family story hours and evening musicals and opens a rich opportunity, too fre-

quently wasted by the school, for a home study program which will build the leisure-time habits of future citizens. Let drills which are extraneous to life situations be properly captained in school hours. They have a profitable place there. Let evening study be habit-building and thought-provoking.

If the primary training has been sound, tool subjects, which require formal drill, have been mastered by children of the fifth or sixth grade, so that home study should tend increasingly to be thought-provoking rather than formal. To provide thought-provoking home work is a greater task than that of assigning exercises for drill. It requires a high order of school leadership.

A good assignment for home study has all of the qualities of any good assignment. It is not mere "busy work" but has unquestionable worth in and for itself. The scope of the task to be performed is definitely understood. Its purposes are clear; the tools and procedures to be used have been well mastered and previously tested in classroom practice. Preliminary preparation for the task is sound because necessary skills, methods, and information have been well established. Difficulties have been anticipated and removed in so far as they should be. The work is so well motivated that the child clearly recognizes its relation to life situations and to his own special interests.

When all the teachers of a certain grade meet in grade conferences and properly coordinate home assignments so as to distribute the load of home work throughout the week, it is unnecessary for pupils to be confronted with the catastrophe of having an unreasonable amount of work in several subjects pile up for one night. When this misfortune persistently occurs, it is the result of long-term assignments which the pupil is unable to subdivide. He puts off his work and allows it to accumulate. Or it may result from a lack of faculty management and cooperation.

THE DUTY of the home in regard to home study is to uphold the policy of the child's school to the child, to maintain an attitude of faith in the value of home assignments, and to provide a background for quiet, efficient, independent study.

Surveys indicate that frequently there is correspondence between trouble with home study and the dis-

organized, uncooperative, and purposeless home. Questionnaire responses disclose that certain homes provide conditions so unfavorable to study that even the most doughty student would be sorely handicapped.

There are homes where there is no regular time set aside for home study and where bedtime is a matter of haphazard irregularity. Even the place where the studying is to be done may be a matter of nightly speculation because no effort has been made to provide a regular place with proper privacy, adequate working space, and correct lighting. There are homes where no reference material is accessible; where dictionaries are missing, antiquated, or dust-covered; where any chance radio program, no matter how worthless, blares unendingly through the evening study period; and where little or no parental interest is shown in the quality of the home work done.

It is the quality of home study which counts. Parents can be encouraging without becoming crutches, strict without being unreasonable, and constructive rather than hypercritical in their suggestions. It is easy for the school to sense the quality of home support which is back of the child, so distinctly does it color his success or failure.

Interest, watchful guidance, and a timely hint from parents will help a child to form habits of getting at his home work with regularity and a sense of responsibility, of attacking his task with dispatch and persistency, and of concentrating on it until it is accomplished. Too many children dawdle with home work and spend twice as much time and half as much effort as should be used. Parents often get the incorrect idea that the assignment is long or unreasonable. If we try to help children set for themselves worthy standards of attack, concentration, neatness, accuracy, independence, and dispatch, we may be surprised to discover how far general principles of efficiency can help solve many of the problems of home study.

A survey of the home study situation by the parent-teacher association in your own locality, with questionnaires to pupils, parents, and teachers, will prove a fruitful project and supply material for a group discussion which will prove a profitable clearing house for difficulties, complaints, criticisms, and valuable constructive suggestions.

WHY Johnny's marks changed from C's to A's...

Johnny Jones did not like school. His handwriting was bad; his spelling, poor; his marks, the despair of the family! Then came an almost miraculous change. This development in the Jones home, and thousands of others, is explained in Royal's latest educational digest. It tells how educators are helping students. It shows how you can apply identical principles in the education of your own child—at home and at trifling cost. Write for this valuable free report today. Use the coupon below.

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The finest of home-sized writing machines. Easy to operate! Fast! Sturdy! Standard 4-bank keyboard. Many exclusive features. 3 models . . . 8 prices. Convenient payments to suit your budget.



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Please send free copy of your valuable 24-page report showing how I can help my child to learn faster and with greater enthusiasm.

I own a (Insert Make) Typewriter, Serial Number Please send me the details of your special allowance on personal typewriters traded in this month.

Name _____

Street _____

City _____ State _____

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER. To verify your answers, turn to pages whose numbers are given in *italics* following the questions.

1. How can you tell whether or not you are a grown-up parent? 7.
2. How may the immaturity of his parents affect a child? 7-8.
3. In what ways may the child who stutters be helped to overcome this speech defect? 12.
4. Why is it important to encourage the child in his efforts to draw? 17.
5. How may adults help small children with their drawing? 18.
6. Why is it desirable to promote a program of public recreation similar to our present system of public education? 19-20.
7. What foods should a child in grade school have each day? 22.
8. What is an effective, though not difficult, method of managing household finances? 25-6.

9. What are a few of the reasons why children may fear the dark? 27.
10. What is the best way in which parents can help children with their school work? 38.

The P. T. A.

What to Do in October

To make parent-teacher work easier and more successful the new *Parent-Teacher Manual* advises making a calendar and deciding the most important duties to be done each month. A calendar saves anxiety lest vital matters be overlooked, prevents overlappings and waste of time, and gives that sense of adequacy which good planning always brings. And so here are a few suggestions for October:

1. Hold first regular monthly meeting with program already arranged.
2. Complete Summer Round-Up reports and send to National Office.
3. Organize study groups and radio listening groups for the year.

4. See that officers and committee chairmen are provided with the Congress publications necessary for carrying on their duties.

5. Follow up membership enrolment campaign if it was begun in September. Or start one this month according to plan suggested on page 27 of the *Parent-Teacher Manual*.

6. Enlist membership participation in promotion of the NATIONAL PARENT-TEACHER MAGAZINE during Magazine Month—October.

7. If your state is one of the many which hold a convention in the fall, see that a full quota of voting delegates is elected. Send your president with expenses paid. Encourage members to attend as visiting delegates.

8. Prepare for the observance of Book Week and American Education Week, both of which come in November.



A corner of the Kellogg Testing Kitchen

The *Kellogg* Kitchen was built to serve you

THE Kellogg Testing Kitchen represents one of the most modern cooking laboratories in the country. A trained staff of home economists use this model testing kitchen for checking recipes, and for developing new uses for cereals.

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These include pamphlets on nutrition, special diets, every-day cookery. All are planned to make a lasting impression on the pupil's mind.

Have us send you free copies. Just mail the coupon below.

KELLOGG COMPANY
Home Economics Department
Battle Creek, Michigan



Please send me material appropriate for teaching foods in

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Coming in November

A WEALTH OF BOOKS FOR

YOUNG AMERICA

By Della McGregor

It makes little difference to the present generation whether their favorite books are "hot off the press" or written centuries ago, the author tells us—except in the matter of science and history. But schools and parents and libraries have much to do in exposing children to the best in books and in leading them toward a rich heritage.

LESSONS IN TABLE MANNERS

By Marion R. Farren

Be reasonable! This is the advice given by a trained dietitian to mothers who are impatient with the table manners of small sons and daughters. Untrained muscles are not dexterous in avoiding spills and other disasters at table. Miss Farren tells how to use action and diplomacy—but never scolding.

IS YOUR CHILD HARD OF HEARING?

By Ena G. Macnutt

A skilful teacher of hard-of-hearing children points out the importance of testing the hearing acuteness of young children, since ear trouble is curable only in its early stages. The use of the 4-A audiometer in making tests in school is described.

BULLETIN BOARD

National Congress of Parents and Teachers

State Conventions in October, 1934

Indiana—at Indianapolis, October 15-18
Maine—at Augusta, October 2-3
Massachusetts—at Boston, October 29-31
Minnesota—at Albert Lea, October 16-18
Missouri—at St. Joseph, October 30-31
Nebraska—at Beatrice, October 17-19
New York—at Long Beach, October 1-4
North Dakota—at Fargo, October 19-20
Ohio—at Columbus, October 10-12
Pennsylvania—at Scranton, October 9-11
South Dakota—at Brookings, October 24-26
Vermont—at Springfield, October 4-5
Virginia—at Lynchburg, October 24-26
West Virginia—at Morgantown, October 18-20

October 1-5—National Recreation Congress, Washington, D. C.

October 1-5—Annual Congress, National Safety Council, Cleveland, Ohio

STAMP OF MERIT

The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. The italics refer to booklets and samples which they offer:

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In writing to advertisers, please mention the
NATIONAL PARENT-TEACHER MAGAZINE

RADIO PROGRAM

National Congress of Parents and Teachers

October 4.—1. General introduction to the series

Mrs. Franklin D. Roosevelt has been invited to open the program.

Mrs. B. F. Langworthy, President of the Congress, will introduce the speaker.

2. Major issues introduced by National leaders.

October 11—"Home and School Relationships."

Dr. George F. Zook, Director American Council on Education, former U. S. Commissioner of Education.

October 18—"The Children's Charter."

Ray Lyman Wilbur, President of Stanford University.

October 25—"Child Development."

Ada Hart Arlitt, University of Cincinnati, Chairman of Parent Education, National Congress of Parents and Teachers.

This program will be broadcast over the Red Network of the National Broadcasting Company, 5-5 30 p.m., Eastern Standard Time.

AGAIN ON THE AIR "RED DAVIS"

Keeps Faith With P. T. A.!

"Red Davis" is doing it again! Proving that radio programs can be interesting and entertaining, without being risqué, morbidly exciting or crude in their humor.

"Red Davis" is the program that parents and teachers approved when it first went on the air last year. Young people joined in demanding its return this year. Now it's back—better than ever!

A WHOLESOME INFLUENCE

You'll enjoy following "Red Davis," his family and his friends in this new series of absorbing episodes. And you'll be happy to recommend it to your friends, young and old.

For "Red Davis" is a representative, clean-cut American boy. His youthful adventures are as wholesome as they are amusing. The problems of Mr. and Mrs. Davis are typical of the problems of millions of parents. And the boys and girls who are the companions of "Red Davis" are good though lively companions you'd pick for your own growing children.

Tune in on this program that portrays Young America in the making—home life at its best. Hear for yourself how "Red Davis" is keeping faith with discriminating radio audiences. We invite you to listen in.

NBC • WJZ NETWORK

COAST TO COAST

MONDAY — WEDNESDAY — FRIDAY NIGHTS

Red's Mother



Sponsored by the Beech-Nut Packing Company, Canajoharie, New York, makers of Beech-Nut Gum, Candies, Coffee, Biscuits and other foods of finest flavor.

